DOCUMENT RESUME

ED 136 012	08	CE 010 082

AUTHOR	Michlein, Michael G.; And Others
TITLE	Student Attrition in the Wisconsin VTAE System. Phase I. Final Report.
INSTITUTION	Moraine Park Technical Inst., Fond du Lac, Wis.; North Central Technical Inst., Wausau, Wis.; Northeast Wisconsin Technical Inst., Green Bay.; Southwest Wisconsin Vocational-Technical Inst., Fennimore.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
BUREAU NO	15-097-151-226
PUB DATE	Jun 76
NOTE	249p.; Appendixes C and H (40 pages) may not reproduce well due to small faint type; Not available in hard copy due to marginal legibility of original
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Adult Dropouts; *Adult Education; Dropout Attitudes; *Dropout Characteristics; *Dropout Identification; Dropout Prevention; *Dropout Rate; Dropouts; Educational Research; Literature Reviews; Post Secondary Education; Program Improvement; Secondary Education; Student Needs; *Technical Education; *Vocational Education
IDENTIFIERS	*Wisconsin

ABSTRACT

A project was designed to develop and test (phase I), and implement (phase II) a research design for the study of student attrition in the Wisconsin vocational technical adult education (VTAE) system with the intent of identifying student attrition and determining its predictability. Phase I, the developmental aspect (described in this report), involved identification of attrition and the predictive variables, methods for data collection, data analysis, and report format by a consortium of four Wisconsin technical institutes in fiscal year 1976. The institutes conducted individual attrition studies for their individual schools with the specific objectives of (1) identifying the extent of student attrition categories such as job-outs, transfers, failures, or socioeconomic withdrawal, (2) identifying background characteristics, ability factors, and self-concepts which predict student attrition, and analyze their effects on attrition, and (3) determining program deficiencies if any and recommendations for changes. Some of the consortium's major conclusions were that information on dropouts is often sketchy and that data which is available is not always reliable; students' reasons for dropping out are often unclear or unable to be verbalized even to the early leaver; much attrition is related to a lack of commitment or motivation on the student's part; student assistance for a change of direction is not readily available once a student is participating in a full-time program, and if it is available, it is not recognized by the student. Twenty-three recommendations are listed. The nine appendixes, which cover half the

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED136012

FINAL REPORT

Project No. 15.097.151.226

STUDENT ATTRITION IN THE WISCONSIN VTAE SYSTEM - PHASE I

Michael G. Michlein, Research Investigator

Dr. Russell C. Paulsen, Administrator
Research and Development

North Central Technical Institute
Wausau, Wisconsin

Lawrence B. Hoyt, District Director

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

RESEARCH CONSORTIUM: North Central Technical Institute
Moraine Park Technical Institute
Northeast Wisconsin Technical Institute
Southwest Wisconsin Technical Institute

June 1976

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of federal funds from the U. S. Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinion stated do not, therefore, necessarily represent official consortium member, State Board, or U. S. Office of Education position or policy.

CE 010 082

ACKNOWLEDGMENTS

Appreciation is expressed to those who have contributed to this study.

To Dr. Russell Paulsen, Administrator, Research and Development, North Central Technical Institute for his guidance and encouragement.

To the Research Administrators at the other three consortium schools, namely, Art Weiner of Moraine Park Technical Institute; Don Bressler of Northeast Wisconsin Technical Institute; and Daniel Wagner of Southwest Technical Institute. Appreciation also goes to the research assistants and specialists at the other consortium schools who assisted in investigating the subject of this report.

To Roland Krogstad, Staff member of the Wisconsin State Board of Vocational, Technical and Adult Education, for his guidance and advice.

Finally, gratitude is expressed to the students, instructors, staff and administrators who gave of their time to participate and dig out the data necessary for this study to be accomplished.

TABLE OF CONTENTS

page

Acknowledgments. i

Table of Contents. ii

List of Tables iii

List of Graphs v

Summary. 1

Background of Study. 3

Methodology. 21

Individual Consortium Reports

North Central Technical Institute 28

Moraine Park Technical Institute. 51

Northeast Wisconsin Technical Institute 63

Southwest Wisconsin Technical Institute 68

Findings & Analysis. 81

Conclusions. 84

Recommendations. 86

Considerations For Discussion. 88

Appendix 92

Bibliography 170

TABLE #	TITLE	PAGE
1	Reasons given for Early Withdrawal from North Central Technical Institute's 1 year Diploma Programs	33
2	Reasons given for Early Withdrawal from North Central Technical Institute's 2 year Associate Degree programs.	34
3	Reasons given for Early Withdrawal from 2 year Diploma Programs - From August 1973 to December 1975	35
4	Reasons given for Early Withdrawal from North Central Technical Institute's Four Basic Program Clusters.	36
5	Total Number of Responses & Percentage 1973-1976 Early Leavers as to Reasons Why Leaving	37
6	Percentage of NCTI Dropouts by Program by Those Who Formally Withdrew and Those Who Simply Ceased to Attend from August 1973 to December 1975	38
7	Hours per Week Worked by Drop outs While Attending North Central Technical Institute - From August 1973 to December 1975	39
8	Percentage of Dropouts Who Fell in Specific Raw Score Ranges When They Took Differential Aptitude Tests.	40
9	Relation of Students Dropping Out to Those Enrolled by Marital Status at NCTI from August 1973 to December 1974	41
10	Percentage of Attrition by Age for Students Withdrawing from NCTI During First & Second Semesters From August 1973 to December 1975	42
11	Percentage of Enrollment by Age Versus Percentage of Attrition by Age at North Central Technical Institute from Fall 1973, Fall 1974 & Fall 1975	43
12	Percentage of NCTI Males & Females Dropping Out Compared to Enrollment from August 1973 to December 1975	44
13	Attrition of Vocational Diploma Students at NCTI by Semester from August 1973 to December 1975	45
14	Attrition of Associate Degree Students at NCTI by Semester from August 1973 to December 1975	46

TABLE #	TITLE	PAGE
15	Attrition of 2 Year Diploma Students of NCTI by Semester from August 1973 to December 1975	47
16	1973-1974 Enrollments - Moraine Park	53
17	Students Enrolled Versus Withdrawals 1973-1974 by Age Group	54
18	Students Enrolled Versus Withdrawals 1973-1974 by Marital Status	54
19	Students Enrolled Versus Withdrawals 1973-1974 by Disadvantaged & Handicapped	54
20	Moraine Park Technical Institute Attrition Study Survey	55
21	Reasons for Terminating Training 1975-1976 Withdrawals for Moraine Park	58
22	Personal Reasons for Leaving Training 1975-1976 for Moraine Park Technical Institute	59
23	Plans for Re-application of Training	59
24	1975-1976 Withdrawals by Program for Moraine Park Technical Institute	60
25	Comparison of Dropout Age to Total Student Body for Southwest Wisconsin Technical Institute	69
26	Comparison of Dropouts by Age compared to Marital Status	70
27	Student Withdrawals by Program Associate Degree Programs	71
28	Less Than One Year Certificate Programs - Dropouts Compared to Those Number of Students Enrolled	71
29	Dropouts for Southwest Technical Institute by Program	72
30	Dropout Numbers by Programs and Sex	73
31	Admission Status of Dropouts at Southwest Technical Institute	74
32	Reasons for Termination of Dropouts at Southwest Tech.	75
33	Number of Withdrawal Students Employed & What Status	76
34	Quartile Ranking (high school) of Dropouts from Three of the Consortium Schools	83

LIST OF GRAPHS

GRAPH NUMBER	TITLE	PAGE
1	Percent of Initial Starts Divided by January & August Entry that Finished Their Programs.	32

SUMMARY

It is generally agreed that the actual rate of attrition in the Wisconsin VTAE system is unknown. Many feel it is too high. Any attrition runs contrary to the mission and principles of vocational, technical and adult education in Wisconsin.

The purpose of this project is to develop, test, and implement a research design for the study of student attrition in the Wisconsin VTAE system. The intent of that study will be to identify student attrition and to determine its predictability. Conclusions and implications can then be drawn with regard to policies, methods and procedures which relate to student attrition levels. Phase I, the developmental aspect, involves identification of attrition and the predictive variables, methods for data collection, data analysis, and report format by a consortium of four Wisconsin Technical Institutes in FY 1976.

The four technical institutes of the consortium conducted four individual attrition studies at their individual schools. The studies were coordinated by one of the schools in order to ensure uniform, comparable data and intra consortium communications.

There were four objectives of the study! 1)Identify the extent of student attrition by catagories such as job-outs, transfers, failures, or socio-economic withdrawal. 2)Identify background characteristics ability, factors, and self-concepts which predict student attrition. 3)Analyze the background characteristics, ability factors, and self-concepts to determine the effect on student attrition. 4)Determine program deficiencies if any & recommendations for changes.

The methods used to reach these objectives are: 1)Select the independent variables which might predict the various forms of the dependent variable - student attrition. 2)Determine how the data is to be collected. This requires comprehensive analysis of the student accounting system as well as the development of specialized collection instruments. New instruments and old methods of collection need to be checked for reliability and validity. The initial indication of attrition will not be easy to recognize and collect. Data collection presents a difficult problem which will require a great deal of effort to resolve. 3)Determine and develop data analysis methodologies. Computer applications to analyze data of this nature have been developed. It is necessary to pull those techniques together and prepare them for implementation during Phase II when data is collected and analyzed by the four Districts on a pilot basis. 4)Report formats were developed and agreed to for the purpose of presenting the data.

The results obtained by the members of the consortium very closely matched each other with the possible exception of a couple special cases. The reasons given by the students were not always accurate. Some groups considered more verbal gave more reasons than those groups considered less verbal. Stated reasons did not always coincide with the probable ones. More information is gathered at time of registration than withdrawal so consequently information about drop outs is mostly after the fact. No one factor in student files determines who stays and who goes. But a combination of factors does indicate who the potential drop out might be. With this information, technical institutes can identify potential dropouts in advance and possibly assist them in completing the program in which they enrolled.

One conclusion reached by each of the consortium participants is that we not only lack uniform information about our students, but that we have difficulty handling that information which we do have. We are not able to retrieve readily.

Another conclusion is that there is no one act the technical institutes can commit that will stop attrition. Though the mission of the VTAE system is constant, the situation with approximately half the students who enter the system is exactly opposite. There are as many reasons for attrition as there are dropouts. Many students have completed their mission when they drop out. There is a large percentage of the dropout group who do not remain due to lack of motivation or commitment. This is the group that something might be done about.

It is recommended that the VTAE system work toward a unified data system on all its students and that information once received, be readily available.

One person should be assigned the task of following-up every student as soon as he drops out in order to determine reasons and other pertinent data regarding his leaving. The system should be unified throughout the state.

When other variables that were suggested by people participating in the study and by other studies are able to be recorded accurately, this study should be continued and made more complete.

A pilot effort should be conducted to assist those students who can be assisted. That would require identification of potential dropouts as they entered the Vocational Technical schools and then special assistance to help them complete programs they enroll in.

"The assessment of people in higher education serves many purposes. Students are examined in order to measure previous school achievement, predict academic potential, select-into and select-out of particular institutions, determine individual characteristics, evaluate environmental perceptions, assign positions in special occupational programs, and finally, to gain knowledge about the effects of education beyond high school. Any or all of these aims may be pursued at any given institution.

It is common practice for colleges and universities to require certain scores on aptitude and/or achievement tests from their entering students. Accordingly, college admissions testing has become big business on which most schools - junior colleges, four-year colleges, universities, public and private - draw heavily. Different institutions may require different tests, but few who decide to continue their schooling beyond the twelfth grade can escape one or more of these instruments.

Looking at student bodies along the somewhat restricted dimensions of academic talents alone, however, is a limiting pursuit - especially if one subscribes to the notion that the college experience potentially affects individual students in various ways. If the purpose of a college education is more than the attainment of abilities to perform certain requisite tasks, then looking only at cognitive changes is as limited as looking only at academic requirements.

Although we do not presently have sufficient data or a variety of tools to show systematically the many ways college-going populations perform in response to nonscholastic variables, many efforts have been made to acquire them." (Cohen & Brawer, 1970)

Wisconsin Vocational Technical and Adult Education has long been plagued by attrition from its programs. Though many small research projects have been conducted, no coordinated effort has been yet directed to the problem. Defining just how large the problem is has also been neglected. There is much information nationwide concerning the attrition situation, but it is so contradictory that knowing what is really happening is very difficult especially as it applies to the WVTAE system.

This study was undertaken to find out just what problem the VTAE system had, and to develop, test, and implement a research design for the study of student attrition in the Wisconsin VTAE system. The intent of that study will be to identify student attrition and to determine its predictability. Conclusions and implications can then be drawn with regard to policies, methods and procedures which relate to student attrition levels.

BACKGROUND

The literature on drop-outs in 2-year colleges is very comprehensive. However, a review of this literature leads one through a morass of statistics, inconsistencies, contradictions, and a call for still more research. The very term, "drop-out", has different connotations for each researcher. Some authors reject it in favor of other terms such as "non-persister", "withdrawal student", or "non-returning student", the terms "stop-in" and "stop-out" student are also gaining in favor. Nor do researchers agree on who falls under the category of the drop-out student: Some use the term to apply to any student who leaves school at any time before obtaining a diploma or certificate; others believe that students transferring to another school, or "jobbing-out" before graduation, or simply taking time out before continuing their education should not be classified as "drop-outs" as this term is often used synonymously with "failure". These differences of opinion result in a wide range of reported drop-out rates, anywhere from a high 75% to a low of 10% of the freshmen population. Clearly, some standardization of both terminology and methodology is needed.

The college drop-out has been under study for over fifty years, but national concern over the matter is relatively recent. Prior to 1950, high drop-out rates in either high school or college were not considered bad or unnecessary. Young people who left school early were still able to obtain jobs. Today, however, the employment picture has changed markedly; the diploma has become all important. (Monroe, 1972)

Nor is the drop-out problem new in junior colleges. Statistics from the 1930's already reveal a large discrepency in the numbers of freshmen versus the numbers of sophomores enrolled. The difficulty in determining the causes for dropping out has also long been recognized. Although some of the causes may have changed over the years, others remain pertinent. (Reynolds, 1951) For example, the draft was cited in many studies, from the 1940's through the early 1970's, as a major reason for withdrawal by many male students. With the abolition of compulsary military service, this reason will no longer apply in many cases, whereas other causes, such as financial difficulties or lack of interest, continue to worry both students and administration.

The literature on student attrition seems to fall into three broad categories, often with some overlapping: 1) Studies in which the students are asked to give their reasons for withdrawing; 2) studies in which the drop-out is compared with the continuing student in order to determine what characteristics, if any, differentiate the two groups, and whether a profile can be drawn up of the typical drop-out; and 3) studies of programs undertaken by various schools in efforts to retain more of their students.

Reasons cited by students for withdrawing are many and often vary from school to school. Although most studies have relied on the questionnaire format, with the students checking the response that applies best to their case, the terminology used on each questionnaire may differ. The causes for withdrawal may also be interrelated; this, for example, a student who cited "to become employed", on a survey may have had financial difficulties staying in school. Another difficulty lies with the accuracy of the students' responses. As Mohs (1956) points out, most students will not admit that they are poor students, and they will often rationalize their behavior by citing other reasons for dropping-out, however meager such reasons may seem. Thus a survey of the literature will seldom find poor grades listed as a major reason for dropping-out.

Mohs (1956) study of Pasadena City college drop-outs found that the largest number claimed financial reasons for withdrawing, though family responsibilities and marriage could be interrelated factors. Poor grades, noninterest in school work, enrollment in courses not directly related with vocational plans, poor health, the draft, pregnancy, moving, completion of a course, transfer to another school, and dissatisfaction with a school's offerings are also reasons cited for withdrawal. By combining some of these factors, Mohs estimated that money problems accounted for 58.8% of the reasons for leaving, scholastic problems for 26.4% of the withdrawals, and poor health and the draft for the remainder.

In a study conducted at Wright Junior College in Chicago, Chausow and Pesnick (1956) determined the following reasons for withdrawal, with percentages of students selecting them: employment (23.5%), armed forces (23.5%), transfer (18.5%), exclusion (18.5%), bad or unsuitable program (8.0%), marriage (5.5%), and entered a convent (2.5%). By qualifying the term drop-out, to exclude those students not withdrawing voluntarily, or those students who had transferred or had attained their goal, Chausow concluded that what had appeared to be a drop-out rate of 73% was in reality less than 10%.

Palomar College students gave the following reasons for discontinuing their studies: transferred to other institutions (23.16%), financial reasons (16.2%), low grades (9.53%), no interest (8.17%), illness (7.35%), military service (7.35%). (McGeever, and Burton, 1965).

Lack of progress , attendance, and family problems, followed by lack of interest, were the major reasons cited by Modesto Junior College drop-outs in a study by Pearce (1966).

A study conducted at Harrisburg Area Community College found transfer to another institution to be the major reason for student withdrawal (18%), armed forces (15.4%), employment (12.2%), and completed objectives (10.2%) were also factors cited. (Snyder and Blocker, 1970).

Three reasons accounted for 56% of the nonreturning students at Cuyahogan Community College: military service, full-time employment and transfer. Only 7% of the students cited financial difficulty. (Greive, 1970).

A follow-up study conducted by Wilka Community College from April to June 1972 found family or personal reasons to be the major reasons given for withdrawal, followed by employment, dissatisfaction, and health. (Roesler, 1971).

Santa Fe Community College undertook two attrition studies based upon a random sample of full and part-time students 1968 and in 1971, and found financial, personal, and employment the most often cited reasons for student withdrawal. (Bromley, 1973)

Former students answering a questionnaire sent by Cerritos College selected most often four reasons for withdrawing; to become employed (18.2%), personal or health problems (16.4%), work interference (13.1%) and financial problems (8.1%). Some students indicated that the courses they had taken were not relevant to their goals, and others said they had "a general feeling of not getting anywhere." (Schaumburg, 1972).

Work interference and other financial problems were also most often cited by former students in the Coast Community College District (1973). About 17% of the drop-out students indicated they had completed their goal or program.

Lynn Willett, (1973) found differences in the reasons for withdrawing given by former full-time students and by former part-time students. The full-time students gave transfer or goal achievement as their main reasons for not returning. The part-time students listed personal reasons more often.

A Hagerstown Junior College Study also found differences between the full-time students' responses and the part-time students' responses. Most of the former full-time students cited employment and transfer as the reasons for withdrawing. Many of the part-time withdrawal students said that they were only interested in one course to begin with and that they had completed it. (Behrendt, 1974)

Premature student transfer was the largest single reason students withdrew early from Eastern Ariyona College (1974). Interestingly, some 83% of the non-graduating respondents indicated that they had achieved their goals during their attendance.

A study conducted by Laney College found three reasons listed most often by withdrawing students; employment (39.2%), transfer to another school (22.7%), and other including family responsibilities (29%), moving from the area (27.3%), armed forces (7.5%) and poor quality of the college (7.5%). Lack of interest was cited by 9.1% of the students, while lack of availability of a course or program was cited by 3.6%. Only 1% of the respondents said their program was too hard or that they were failing. (Selo, 1974)

Financial difficulty was cited by 15% of the non-returning students at El Paso Community College (1975) during an attrition study conducted in February and March 1971. Eleven percent of the students transferred to another college, and another 11% stated that they couldn't find time to study while they were working.

To summarize, employment, transfer to another school, personal, and financial reasons seem to be the most common reasons listed by students for withdrawing. Several authors suggested that the transfer student should not be classified as a drop-out; nor should many of those students citing military service as a reason, as this was a factor over which they had little control. A major question remains, however: How are employment, personal, and financial reasons interrelated? It appears that more research could be done in this area.

Many studies have been made in an attempt to determine what differences, if any, there are in the personality characteristics between drop-outs and persisters. The findings would indicate that there is not one variable which can be singled out to explain why one student continues in college and others leave. Rather, it is a combination of factors, and there are so many possible variables that generalizations are dangerous to make.

Lincoln Junior College performed a study during 1949-50 to determine why students withdrew. (Bryant, 1950) They found that half of their drop-outs didn't even know what they wanted to do. Half of the withdrawers were doing poorly, scholastically, and scores of their entrance examinations indicated they were not *fitted for the work they were trying to do. Bryant noted, however, that poor scholarship can often be related to other factors, such as difficulties with home life. He suggested that better counseling of beginning students might have aided the drop-outs, both in selecting their goals, and in entering the best program for their needs and abilities.*

Ealls (1956) noted that in the 1954-55 school year, less than one quarter of the students entering American Junior Colleges graduated from them. He observed that both private junior colleges and four-year colleges and universities made a better showing in retaining their students. While admitting that much research still needed to be done in the area of student mortality, he noted the findings of a study done by Jane E Matson. "Characteristics of Students Who Withdrew from a Public Junior College", she found no major differences between drop-outs and persisters regarding sex, marital status, veteran status, high school attended, socio-economic status, academic aptitude, or grade point average. She suggested instead that students who withdrew lacked a sense of identification or belonging with the college environment.

A study by Novak (1960) of adult evening school students found little age difference between persisters and drop-outs. Single women were slightly more likely to persist, and persisters were slightly better educated. Advancement at work did motivate twice as many students to persist. Novak concurred with a study by Walter B Greenwood in 1932 that persistence in night school was often dependent upon the teacher's satisfaction of the student's original motivation.

Research have often used standardized tests in an effort to identify a pattern of characteristics distinguishing drop-outs from persisters. Using a sample of 263 male first time students at two public technical institutes in Connecticut, Righthand (1965) found that the mathematics portions of the Engineering Physical Science Aptitude Test and the Survey of Study Habits and Attitudes were the most significant variables differentiating the drop-out student from the persister. Variables not significant were verbal intelligence, quantitative ability, or the study of values test.

Researchers Taylor and Hecker (1967) found that ability and high school achievement scores were more able than interest or interest-related variables to differentiate between persisters and non-persisters in technical and associate degree programs, the completers consistently receiving higher scores.

However, in reviewing 16 research reports related to junior college drop-outs, Rouche (1967) found academic ability to be of no value in predicting attrition. He instead suggested that more attention be paid to non-intellective differences between persisters and non-persisters.

Socio-economic status of students in public junior college occupation centered programs was a variable studied by Hakanson (1967). His findings: 1)The higher the socio-economic status of women terminal students, the less likely they would complete an occupation centered curriculum, no such definite relationship was found for men; and 2) students with middle socio-economic status were more likely to complete an occupational program those of their high or low socio-economic status.

Hughes (h.d.) developed this profile of the "typical" discontinuing student at Grossmont College: He is a day student, married, with no prior military experience, working 26-40 hours per week; his father and mother have completed a minimum of twelve years of formal education; his primary working parent is employed at the professional or managerial level; and he is a transfer student working toward an A.B. or higher degree. But, Hughes also concludes that the discontinuing population is very similar to the continuing population, except that the latter has a more consistent high school grade point average and is more decisive in choosing a program and making degree plans.

Arken (1968) also found not significant differences between persisters and non-persisters, they were more alike than different. Some slight differences were noted: The non-persisters tended to be older, more of them were married, and more of them planned to continue working although there were significant differences in the grade point averages of persisters and non-persisters, both groups had about the same academic ability. Both groups had the same vocational goals upon entrance, and their parents were on the same educational and occupational levels. The non-persisters were not found to come from families with less than a high school education. Such factors as illness, financial need, marriage, lack of interest, or unhappiness were not significant. In fact, more continuers stated they were affected by these factors than did drop-outs.

Weigel (1969) likewise found persisters and non-persisters to have about the same ability, though persisters did have significantly better grade point averages for the first quarter of college. He suggested that non-persisters had less interest in either the academic programs or the social provisions offered by the college. He also noted that more persisters stated that they entered junior college to prepare for a better paying job and because they were encouraged by someone outside the school system. This motivation could be a key factor in determining which students persist and which drop-out.

That persisters and non-persisters were alike in several ways was also shown in a report by Joyce Stocking (1969) at Crowder College. Eighty-one point eight percent of the non-persisters mothers had a high school diploma or better; the figure for the persisters' mothers was 75%.

The majority of both groups wanted to go to college and were encouraged by both parents. Persisters and non-persisters were also shown to be alike in terms of their Survey of Interpersonal Values scores.

Yakima Valley College persisters and drop-outs were compared by Rice and Scofield (1969). They found that a slightly greater proportion of females to males dropped, and a slightly smaller proportion of females transferred. Also, the higher a student's high school grade point average, the less likely he would be to drop. Geographical location was a factor here, the school having a greater holding power for students in the immediate vicinity and those living east of the Cascade Mountains. The authors also found that as the skill level required in the father's occupation increased, the chances of the student dropping out decreased slightly.

The major difference found by Elton (1969) was that junior college non-persisters had the highest score on the nonconformity variable and the lowest score on scholarly orientation. This finding applied to both sexes.

In a study of 259 entering freshmen in a California community junior college, Cohen,Brauer, and Connor (1969) found four variables differentiating persisters and non-persisters. Drop-outs tended to be enrolled for fewer than twelve units, persisters, for twelve or more. Drop-outs were employed for more time outside the school than were persisters. Drop-outs had attended more schools prior to the tenth grade than had persisters. Finally, the mothers of drop-outs tended to have less education than the mothers of persisters. (Contrast this with the Stocking (1969) Report).

Jaffle and Adkans (1970) found no significance in academic and socio-economic characteristics of drop-outs and persisters in non-college preparatory programs at two-year colleges. Academic performance and academic self-confidence bore virtually no relationship to student retention. Instead, Jaffle considered the students' high school curriculum to be the strongest variable.

Comparing community colleges and technical institutes offering similar occupational curricula, Kievit (1970) reported there was little difference between the students of each type of institution regarding expectations for press or in personality needs. Nor did drop-outs at either type of institution vary significantly from persisters; their scholastic aptitudes were similar, and both groups shared similar expectations for environmental press. Kienst suggests that variations within a narrow range of intellectual interest and of motivation are more important in differentiating the drop-out from the persister.

Bossen and Burnett (1970) compared persisters and drop-outs at Foothill College. They found age to be of little significance. Other factors were significant, however. Married students were more likely to withdraw, as were students from a lower socio-economic class. Persisters tended to make the decision to attend college at an earlier age than did drop-outs. Students who had made a definite committment to a program were more likely to persist, and more likely to return to school if they withdrew for a time. Students carrying a higher academic load of 6 hours or less were more likely to withdraw. More persisters than drop-outs were working part-time or full-time. Many of the non-persisting students cited a need to "get out in the world," away from their parents, to establish their own identities.

The NORCAL project is perhaps the most extensive attrition project to date. It began in 1967 with an agreement by 22 colleges in Northern California to pool their resources to study students attrition. The project, as reported by Macmillan (1970), was to be in three phases each 1 year long: 1) Description - the identification of characteristics associated with attrition during the first period of enrollment: 2) Prediction - developing and validating a predictive model of attrition; and 3) Experimentation-developing and testing programs which would make an impact on attrition. A research questionnaire was administered to all entering freshmen students. At the end of the first semester, or quarter, drop-out students were identified and comparisons were made of persisters. After reviewing these responses, a model of prediction was developed, having a 70% accuracy. Ability and motivation were the central elements of the prediction model. The most vulnerable students were found to be metropolitan minority students or marginal academic aptitude and minimal motivation or encouragement for college. The college environment itself played a factor in the student's decision to persist or withdraw. Those institutions in the NORCAL project which had the highest attrition rates also had: 1) The greatest racial mix; 2) the smallest number of transfer students; and 3) the lowest proportion of sophomores enrolled. In reviewing the NORCAL project, Kester (1970) expanded on the characteristics of persisters and drop-outs: 1) The potential drop-out was most likely to be a low-ability male, least likely to be a middle-ability female; 2) the potential drop-out was most likely to be black, least likely to be oriental; 3) the potential drop-out was most likely to have lower educational goals than the persister; 4) the potential drop-out was most likely to receive little parental encouragement; and 5) the potential drop-out was the most likely to have a low sense of the importance of college.

Gold's (1970) study of persistence of Los Angeles City College students had findings similar to the NORCAL project. Persistence rates of blacks and of Spanish surname students were slightly lower than the rate of the entire student population; the persistence rates of students of oriental heritage were slightly higher than average. Female persistence was slightly higher than male persistence, but male performance on SCAT tests was superior to female performance. Blacks scored lowest on SCAT tests, orientals highest, age was not a significant factor in persistence; nor was the previous college attended. In comparing persistence rates of fall 1967 entrants to fall 1958 entrants, Gold found that the persistence rate for 1967 was slightly higher, but entrants apparently showed less concern about obtaining an A.A. degree, or about how long it took to get the degree.

Using three tests, the Comparative Guidance and Placement Program (CGP), the Onmibus Personality Inventory (OPI), and a biographical inventory designed by himself, DeVecehio (1972) studied nonreturning and returning community college freshmen. He found that nonreturning students had lower scores on the reading, verbal, sentence, math, and academic motivation scales of the CGP test, but higher scores on the Social Extroversion scale of the OPI test. He also found nonreturning students had often attended smaller high schools, had lower high school grade point averages, and had also planned to compete fewer years of college. He concluded that while single variables which characterized the nonreturning student could be identified, they were not enough to allow accurate prediction.

Blair (1972) also attempted to draw a "profile" of the college non-persister, by compiling a list of characteristics from various sources. He came up with some 31 tendencies and characteristics:

"1. employed more time outside school
2. more enroll in school as part-timers
3. attend more schools prior to 10th grade
4. more often attend private, church-related and co-ed schools than other types of junior colleges
5. lower high school GPA
6. lack of proximity to college
7. seek transfers to 4-year colleges
8. find institution calibre not as high as expected
9. desired subjects not in curriculum
10. experience academic difficulty
11. lack of goals or college - oriented interest
12. "general" dissatisfaction
13. marriage
14. lack of interest in subjects
15. lack of open minded, flexible and autonomous disposition
16. fewer parents urge college attendance
17. financial pressure
18. lower normative congruence
19. lower friendship support
20. lower social integration
21. lesser institutional commitment
22. want time to reconsider interest and goals
23. changed career plans
24. come from lower socio-economic backgrounds
25. have lower initial educational aspirations
26. smoke cigarettes
27. being a female
28. turning in a paper or theme late
29. having no religious preference
30. health problems
31. family problems"

A prediction model was also attempted at Miami-Dadle Junior College (Greenburg, 1972). Three variables were found to be most significant; 1) the Social Studies Florida Twelve Grade Aptitude score; 2) the student's status, whether full-time or part-time, the former being more likely to persist; and 3) race, with blacks being more likely to drop-out. When the FTG scores were excluded, high school rank was also significant, those students having a better high school standing being more likely to persist.

The Young Farmer instructional program, a five-year sequence of in-class and on-farm instruction for beginning Wisconsin farmers, was studied by Matteson and Thompson (1972) to determine why farmers dropped out. Persisters were compared with non-persisters, with the following findings: 1) Drop-outs tended to be older, had considerably more farming experience, owned more of the land they operated, had larger farms, more net worth, and slightly more education. The persisters had taken fewer vocational agriculture classes in high school; 2) drop-outs enrolled to gain information about farming problems, persisters had a tendency to enroll in order to increase their problem-solving ability; 3) older drop-outs left the program because they were more involved in other activities, younger drop-outs left the program because of dissatisfaction with some aspect of the program. The question the authors raised here was whether the program had lost sight of the very students it was originated to serve - the young farmer, beginning farmer. Many of the drop-outs were older, established farmers whose goals perhaps were not the same as the program's.

Contrary to some studies, Gell and Bleil (1973) found no relationship between a student's grade point average and the reasons he gave to leaving. Nor did the students' financial aid plans have any relationship to their stated reasons for withdrawal, though the reported family income of the drop-outs tended to be lower than that of the average Montgomery College student. Students who gave an associate degree as their educational goal tended to leave college in order to take a job prior to graduation more often than students having other goals. Some of the drop-outs, however, never intended to earn a degree, while others changed their educational goals or had their plans interrupted temporarily by work, marriage, or military service.

Brawer (1973), however, did consider a student's grade point average and his performance on academic achievement tests to be important, along with the family's and peer groups influence. The author also suggests that the basically isolated person, one who has trouble relating to other individuals and groups, will withdraw faster than others, unless given more personal encouragement to persist. Ego strength, developmental level, and maturity may also play a part in a student's decision to persist or drop-out.

From data collected from four Wisconsin two-year institutions, Knowles (1973) also found a student's grade point average to be significiant in identifying potential drop-outs. Lower than average high school and post-secondary grades were characteristic of drop-outs, as were his use of remedial educational services, and his lower than average evaluation of the school and the quality of education.

However, Eagle (1973) found no such relationship between the placement of a student in remedial courses and a tendency to drop-out. Many administrators have learned that the implementing of an open-admissions policy would lead to higher drop-out rates, as more students having academic deficiences would be allowed to enroll. Eagle studied the records of Bronx Community College following its implementation of an open admissions policy, and he found that the "open admissions" student did not show a significantly higher drop-out rate than the "fully qualified" student.

A study of early versus late applicants found little difference in ability to succeed between the two groups. However, late applicants were found more likely to withdraw, possibly because they could not enroll in the classes they wanted, or at times convenient for them (Ragan, 1973).

The enrollment process itself includes drop-outs. Aughinbaugh (1974) found no single reasons to explain why some students fail to complete registration. The financial factor was not as strong as expected. The author did find that the longer the period between counseling and the actual signing into classes, the greater the probability of loss. Age span was another possible factor. There was also thought to be an element of "shopping around" in the registration process.

High school size was found to be a definite factor relating to drop-outs in North Dakota institutions of higher education. Graduates of the smallest high schools were found to drop-out in larger numbers than did graduates of larger high schools. These may be three major factors involved here: 1)smaller schools usually have more limited curricula; 2) a small setting may result in a lack of stimulation for students, who are continually encountering the same few peers; and 3) adjustment problems may be caused in the move from a rural setting to a college setting. (Anderson 1974)

However, another study would seem to contradict Anderson's research as Martin (1974) found no significant differences in attrition rates when comparing race, sex, or high school attended. The only factor of significants found here was student status, part-time students being more likely to withdraw. Part-time and full-time nonreturnees also differed significantly in marital status and in freshman/sophomore/special classifications. Aside from this, nonreturning students were not much different from returning ones.

One characteristic not mentioned so far has been the dropping of courses. This may be pertinent to drop-out students as one researcher found that 40% of those students who had quit one course at Coast Community College had left the college altogether. (Brightman, 1974)

Rowell (1974), in his survey of the drop-out literature, also noted a Kansas City study which showed that 70% of the females and 59% of the males had dropped two courses prior to withdrawal. Rowell also noted the findings of other studies. Research at Vancouver City College showed that all types of students, including those of high ability and intellect, withdraw. Personal motivation was cited as an important factor for persisters in many studies. In another study, Brawer found that persisters had the ability to delay gratification, tolerate ambiquity, relate to themselves, and had a higher personal identity rating on a "functional potential" scale than had non-persisters. Rowell suggested that cansative agents in non-persisters could be grouped as self-related and college-related. "Self-related factors involve actual and perceived ability, background, and motivation for college as well as family influences and expectations, and previous school experience. College-related factors are those which bear on the student after he arrives on campus. Being a composite of interaction between self and peer groups, faculty, curricula, and institutional practices and more, in which expectations are highly interwoven, these factors are far more difficult to evaluate and change for the better." Rowell also listed personality characteristics and reasons given for leaving, in rank order:

"1. money problems
2. conflict of personal values with institution
3. part-time vs. full-time
4. lower high-school grades and standardized test scores
5. lack of personalized education
6. academic problems
7. lack of family support
8. poor counseling
9. lack of personal commitment"

The least often cited factors were low self-attitude and drug and alcohol problems.

The El Paso Community College study on attrition (1975) drew up a profile of its own typical dropout student. Generally the drop-out is identified as belonging to an ethnic minority, 21-35 years old, freshman, declaring a technical/vocational or business major.

Finally, Maynard (1975) notes some personality characteristics of community college students. Her study indicates that while successful students tend to score higher on a measure of academic ability and antonomy, nonsuccessful students tend to earn higher scores on measures of theoretical orientation, estheticism, and complexity.

It is obvious that there are not easy solutions to the drop-out problem. How can a cure be effected when the experts still disagree on the causes? The characteristics of a drop-out at one college may differ almost entirely from the characteristics of a group-out at another college.

Monroe (1972) concludes that, if intelligence counts for one-third of the withdrawals, motivation and finances count for the rest, with motivation being the single most important factor.

"Motivation is a complex force including the student's set of values, his emotional predispositions and personal problems, the strength of parental pressure and support, the disposition of the peer group toward college achievement, the academic climate of the college, the skill of the teachers and counselors, the relevance of the college curriculum...The motivational factor is usually responded to as lack of interest, getting married, going to work, taking time out to evaluate life and goals, or dissatisfied with the college.

The lack of adequate goals, especially vocational goals, plays a large part in a student's lack of motivation for college. Most researchers agree that failure to be fully dedicated to succeed in college is the primary cause of withdrawal and failure. However, the problem of identifying all the possible factors which stimulate motivation in a student or fail to stimulate it is an almost impossible task."

Administrators have long been aware of the need for special programs geared to encourage the potential drop-out to remain. Many of Amori's comments, though made in 1941, are still relevant today. Amori suggested that those students who were not well-adjusted needed more social services work methods, procedures, and techniques applied to them, not just new courses. He found that those students who were unhappy and discontented were often the same students who took no part in the social activities offered by the junior colleges, and suggested that both teachers and counselors could work harder to get these students to participate more. Many of the students didn't believe that their advisors could help them much with their personal problems, but they felt that some kind of specialist was needed on the faculty to offer guidance. Teachers should be more aware of students showing signs of having problems, and be more willing to spend time listening to students and trying to help them. Teachers could also spend a little less time on teaching facts and figures, and more on such topics as life values and goals, which might keep students more interested. Amori also found that many students were unaware of what financial aids were available for them, or even if they were aware, they were hesitant to ask about them. Guidance workers could make themselves more aware about a student's financial status upon enrollment.

Bossen and Burnett (1970) also suggested possible actions colleges could take to assist potential drop-outs: 1) Encourage *more positive attitudes of counselors towards technical-occupational programs; 2) permitting more students to enroll in courses that interest them, rather than having a strict emphasis on fulfilling degree requirements; 3) classifying remedial courses as electives; and 4) making the curriculum more relevant to students' needs.*

Landrith (1971) suggests that part of the drop-out problem lies with teacher attitudes towards the general education curriculum: many teachers do not fully understand the purpose of the community college, or the need for different teaching methods and course content for transfer students and for occupational students. Possibly, this lack of understanding stems from the training these teachers themselves have received as not enough attention has been paid at the university level towards the training of junior college teachers. Two-year colleges could help their own faculty through special workshops and courses.

Martin (1974) has also made some useful recommendations to help reduce the attrition problem: 1) schools should be made more aware of students" "stop-outs" tendencies and re-enrollment potential, and gear more recruiting and public relations efforts towards these students; 2) better orientation and guidance efforts should be made towards students coming to college from high schools having a history of high attrition rates; 3) a greater variety of classes could be offered in the afternoons and evenings to alleviate conflicts between class and work schedules; 4) cooperative arrangements could be made with day care centers to allow more housewives with family obligations to attend college; and 5) better counseling could be made available to evening students.

A study concerned mainly with the problems of minority students tended to confirm another study by the Institute for Services to Education that showed that "there is a positive correlation between curriculum/programatic relevancy and minority student retention." Also, the low retention rate of minority students suggests a need for stronger financial and psychological support services programs. It was also suggested that the presence of minority educators and administrators could contribute to both the psychological and educational climate within two-year institutions. (Goodrich, Leyotte and Welsh, 1973)

An experiment using individualized study programs was done by San Mateo College. After 98 probable attrition candidates were selected, half were involved in individualized study programs, and the other half received no special treatment. The group using the Learning Center had; fewer withdrawals during the semester; more students who completed a full-time course load; fewer students who failed to register for a second term; more students who received a "C" average in college; and more students who did as well as or better in college as they did in high school. The author believes that the most important aspect of the Learning Center approach is the integration of individualized academic services with a supportive psychological atmosphere and personal counseling. (Wenrich and others, 1971)

The experimental phase of the NORCAL project also had good results. Eleven of the colleges involved designed experiments to help high-risk students, assigning half to either a control or to an experimental group. "Less than half of the proportion of specially treated students withdrew, as compared to the control group." A 30% greater proportion of experimental students re-enrolled the second semester. Further, all eleven colleges had fewer drop-outs in experimental groups and had more re-enrollees in experimental groups. All colleges reporting successful programs included counseling in their procedures. The key was believed to be a "responsive counseling environment as no major changes were made by the colleges in course structure or in student personal services. The colleges found they already had "the resources for making a substantial difference in the persistence and performance of students if only the proper referral or access could be assured. The problem of attaching the question of attrition is clearly one of will,not means." (Macmillan and Kester, 1973)

Remedial programs have also been offered in an attempt to encourage persistence, with varying results. Losak (1972) studied a program at Miami-Dade Junior College which was a traditional attempt to improve basic skills in reading and writing, but which was segmented and relatively uncoordinated. His study found that the program did not produce any meaningful reduction in drop-outs; did not result in achievement at a higher level in social science, humanities, or English classes; and did not produce higher scores on writing or reading tests. Losak concludes that, for a remedial program to be successful, several factors are necessary: 1) differential diagnosis of student characteristics; 2) a curriculum based on educationally relevant student characteristics; and 3) continuing evaluations of programs. Students cannot be treated as a homogeneous group, and the curriculum must fit the various needs of the students.

Marchbanks (1974) has made further recommendations for operating successful remedial programs; 1) teaching nontraditional students requires greater enthusiasm and commitments than teaching traditional students; remedial teachers should be volunteers. No teacher should teach more than two non-traditional classes in any one semester, for more than twelve hours, and with more than twenty students in one class; this is because more time is needed both in preparing for the class and in personally assisting the students; 2) schools need a separately organized division of developmental studies to deal adequately with the problem; 3) colleges must diagnose students' learning difficulties, prescribe and develop means of correcting these difficulties, and evaluate the outcomes in order to individualize instruction for high-risk students; 4) high-risk students need to be provided with alternative credit and grading systems to counter the negative effects which traditional grading has had; 5) counseling and developmental programs should be concerned with the high-risk student's self-concept and emotional health, as well as his academic and vocational development. Financial aid, work-study, and job placement are also helpful parts of any counseling program; 6) the transition from developmental studies to traditional college curricula could be eased in various ways, such as moving the student from full-time developmental to one-half developmental, one-half traditional, then to full-time traditional; or the developmental faculty could continue to provide tutorial assistance after the student has entered the regular program. A student's advisors and counselors should continue to work with him throughout the transition from developmental to traditional studies, and personnel from both these programs should work together to make this transition as painless as possible.

To sum up, Rowell (1974) has noted that "Psychological counseling, compensatory education programs, sound financial counseling, and vocational and professional awareness sessions must be seen as integral parts of any college situation. To insure that education is instrumental to further achievement today's colleges must insure that the diverse segments of the populace served be considered in the planning of curriculum and the making of instructional policies."

In spite of the research already done in the area of student attrition, many questions remain to be answered. More study is needed on the subject of the "stop-out" student. In nearly every report covered here, researchers noted that a majority of the drop-outs planned to continue their education, either at the school they had attended, or at a different one. Many had already returned to school. As Mahon (1973) wrote: "There have been many complaints leveled at community colleges that they do not have a very high rate of success, especially when the sole criterion of success is the rate of graduation of students who initially enroll at that institution. This study...lends support to the fact that students approach this institution with a variety of goals and these goals, by and large, have been met.

The fact that 70% of the stop-ins and stop-outs indicate that they intend to continue their formal education at either BCC, another undergraduate institution, or in some form of graduate study, lends support to the fact that education in our society is recognized as a life-long process."

Another area which needs to be studied more is the attrition problem in two-year vocational-technical institutes, evidenced by the preponderance of research already done on community colleges. The two types of institutions have some characteristics in common, but they differ enough to make separate research studies worthwhile.

The drop-out problem is not a new one, nor is it likely ever to be solved entirely, but as Monroe (1972) says: "If the community college has done its part to meet the needs of students by offering a comprehensive curriculum, by providing the necessary counseling services and other educational supports, and by offering a quality group of teachers, the student has the responsibility for assessing his goals and abilities so that he chooses the best college for him, the best program to follow, and then resolves to use his time and finances economically so that his goals will be achieved. Although excessive rates of failure and withdrawal are to be deplored, and should be corrected in all possible ways, a realistic appraisal of what some students bring to a college in the way of interests and abilities warrants the conclusion that if they drop-out of college prematurely, both the institution and the student may have profited. The problem is to distinguish between the student who ought to be served at all costs and those students for whom college is not the right place to find personal improvement and happiness."

METHODOLOGY

METHODOLOGY:

The purpose of this project is to develop, test, and implement a research design for the study of student attrition in the Wisconsin VTAE system. The intent of that study will be to identify student attrition and to determine its predictability. Conclusions and implications can then be drawn with regard to policies, methods and procedures which relate to student attrition levels.

Phase I, the Developmental aspect, involved identification of attrition and the predictive variables, methods for data collection, data analysis, and report format by Districts 3, 10, 13, and 15 in FY 1976.

1. *Special Problem*
    a. *It is generally agreed that the actual rate of attrition in the Wisconsin VTAE system is unknown. Many feel it is too high.*
    b. *Any attrition runs contrary to the mission and principles of vocational, technical and adult education in Wisconsin.*
2. *Objectives*
    a. *Identify the extent of student attrition by catagories such as job-outs, transfers, failures, or socio-economic withdrawal.*
    b. *Identify background characteristics ability factors, and self-concepts which predict student attrition.*
    c. *Analyze the background characteristics, ability factors, and self-concepts to determine the effect on student attrition.*
    d. *Determine Program Deficiencies, if any, and recommend changes.*

The approach to this project was to use a consortium of four schools. Each school conducted the study in the way most suitable for that particular school. Uniform data was sought, but the ways of obtaining it were varied, as systems and data collection and storage are not yet uniform throughout the Wisconsin VTAE system. There were to be four separate reports and one overall summary explaining the results. One school (NCTI) acted as coordinating unit to help ensure uniformity.

Methodology employed to meet objective 1 "Identify the extent of student attrition by catagories such as job-outs, transfers, failures, or socio-economic withdrawal."

The basic format used was developed by Joe Myrick, Administrator of Research and Development at Lakeshore Technical Institute, Cleveland Wisconsin. The format was developed for a study entitled "Reasons Why Post High Students Left L.T.I. During School Year 1974-1975." Mr. Myrick organized L.T.I.'s early leavers into 26 catagories. There was enough room to add catagories that were perhaps not included in the L.T.I. study. The consortium agreed to use this outline of drop-out reasons. (see Appendix A)

Each consortium school used whatever means possible to identify the reasons a student left before completing his program. One school used a questionnaire as well as personal records. Withdrawal forms were used as well as exit interviews. Though the policy of recording information is fairly constant, the procedure varies quite a bit from school to school in the Wisconsin VTAE system. Many catagories had to be double checked against other sources of information. Depending how the reasons for leaving were recorded and by whom, they varied quite a bit.

Methodology employed to meet objective 2 "Identify background Characteristics, ability factors, and self concepts which predict student attrition."

This task was carried out by investigating whatever resources the individual school had at its disposal at the time. Depending on the information storage and retrieval system, the individual research people at each school utilized the best means possible. Enrollment cards carried some of the information on the early leavers. In other instances, application forms were used. Applications are filled-in by the student and often not checked to ensure that he/she gave all the information that was requested. At times the required forms were on microfilm and researchers sat in front of viewing screens for days. Many information forms were not on microfilm and had to be looked up individually in various student files. Information varied according to how it was recorded and by whom. During different registrations more emphasis was put on collecting some forms of data than others.

Ability factors were recorded in many different forms. Sometimes the Differential Aptitude Test was used. There are five other test scores that were encountered; 1) the Comparative Guidance and Placement Program; 2) the American College Testing Program; 3) College Entrance Examination Boards; 4)ACT-Placement; and 5) Iowa Test of Educational Development. At times no test scores were recorded at all. High school rank was also used when it could be located, but that also was often difficult to find. Because of this lack of uniformity factor, the final reports were difficult to compare.

Self-concepts were next to non-existent in the student record files. This is an area that seems to have been neglected when information was gathered on incoming and outgoing students. The area of self concept needs much more attention if profiles of students are to be obtained. Self concept includes Career goal, commitment, confidence of ability, impression of the Technical Institute, and program understanding. Though work is needed in gathering such data, it is just beginning at a few technical institutes.

Methodology to meet objective 3 "Analyze the background characteristics, ability factors, and self-concepts to determine the effect on student attrition."

To do this a good comparison between graduates and dropouts could have been made. However, due to the data retrievable systems available, it was difficult enough just to find the data on the dropouts in the time allotted for the study. But the dropouts compared among themselves did show things directly related to attrition. Background, ability, and self-concept all proved to be important factors, but not when taken alone. Researchers were constantly comparing ability factors with background characteristics. The most difficult concept to draw parameters around was that of self and that is where the researcher was constantly led. The self-concept was the most difficult one to identify and the one with least information in the files.

Self-concept was the one factor mentioned by each member of the consortium as the most probable reason for attrition. Though numerical data was not available for self concept profiles, the other data showed the importance of self.

Through the method of questioning students, staff, and faculty, researchers were able to approach self-concept problems even if they could not define them quantitatively. When certain inconsistencies arise in quantitative statistics it often points to the self-concept of the dropout. But as of yet, the sorely needed data is not being collected.

The Methodology employed to meet objective 4 "Determine program deficiencies, if any, and recommend changes."

To do this the researchers looked at reasons dropouts gave for leaving to see if any program deficiencies were noted. More often than not the dificiency was allocated to the student rather than the program and it was in the self-concept realm of motivation or commitment. Researchers continually found that if the school recognized certain factors in advance, something might be done to retain the student. But the dropouts are long gone and follow-up attempts on dropouts are not very successful. Researchers looked into the entire system from financial aid and Student Services to *method of instruction. Research of literature was very extensive and brought out possible program changes that could be made. However, what reportedly worked for one school did not always work for another.*

Speaking with faculty, staff, and students added much insight to minor deficiencies, but did not point out any thing major. Two factors kept coming up. One is the degree program as opposed to Open Entry/Open Exit or individualized, self-paced instruction when it comes to fulfilling a students needs. There is a study being conducted in that area now by North Central Technical Institute on a consortium approach and should be reviewed with regard to attrition when it is completed. The other factor is the identification of possible or potential dropouts during the enrollment process. This might be where a deficiency now lies.

3. Activities and Procedures

a. Select the independent variables which might predict the various forms of the dependent variable - student attrition. Examples are as follows:

Background Characteristics:

- *age*
- *sex*
- *race*
- *marital status*
- *dependents*
- *employment status*
- *student activity*
- *residence*
- *date of withdrawal*
- *program*

Ability:

- *previous education*
- *HS-GPA*
- *NWTI-GPA*
- *other post-secondary GPA*
- *test scores (IQ, ACT, etc.)*

Self-concept:

- *career goal*
- *commitment*
- *confidence of ability*
- *impression of the Technical Institute*
- *program understanding*

Program Requirement Variables:

After a preliminary review of literature, the variables were decided on and then sought out in the study by the consortium meeting. Some variables such as sex, age, race, program, were readily available. In some cases date of withdrawal or residence were not exact. Employment status, when recorded, was very helpful, but that information was not always documented. When it was found, it was recorded and correlated, but with no control over the original data collection, what was found was very sketchy. Enrollment cards or application blanks were sometimes helpful.

When it comes to ability, the researchers sought whatever was available. Unfortunately almost everything was available. No one test was given to all the dropouts. Tests alone did not lead to anything. High school rank was sometimes not even on the high school transcript. When it was, it was recorded. Some schools did not have the information available (see individual reports.)

When it comes to self-concepts the researchers had a real problem. Many concluded that commitment or motivation was a serious problem, but it was difficult to procure any hard data to that affect. Fox Valley Technical Institute is experimenting with some studies in student profiles but as of yet there is no hard core data available. North Central Technical Institute has done some research toward predicting potential dropouts by combining motivational factors with grade point average and high school rank but that is only recently and there are no scores available for the dropouts in the study.

Programs requirement variables do affect attrition but not in a quantitative way that the research personnel were able to display in a table or graph. The research staff did find that attrition does differ by program but that attrition could also be tied into the screening or enrollment process for those programs as well as the instructors. The individual schools also saw that attrition might depend on the type of individaul who would choose that particular area of study. That type of information led the study back to the two factors again; 1) program goal vs student goal and; 2) self concept. Information on both those factors is needed to procede into that area further.

b. Determine how the data is to be collected:

This will require comprehensive analysis of the student accounting system as well as the development of specialized collection instruments. New instruments and old methods of collection need to be checked for reliability and validity. The initial indication of attrition will not be easy to recognize and collect.

Data collection presents a difficult problem which will require a great deal of effort to resolve.

Each of the schools examined its own data collection and accounting systems and use whatever means best suited information retrieved. Though the information was at most of the schools it was not all on the computer. Some was on the computer and some was in the students file. At NCTI a separate file is kept on dropouts by semester, but it is not computerized. At other schools the computer can identify the dropouts, but nothing else. One school had trouble identifying the dropouts. Moraine Park Technical Institute attempted to conduct a follow-up of the dropouts but received only a poor response. (see individual Moraine Park report, page 51) One school studied just 1973 students. One school studied only those students entering in 1973 and 1975. This was due to the problems different consortium members had in even identifying who dropped out and who remained.

Data collection problems are still not corrected in some places and it will be a while until they are. It will have to begin with the original recording of the data and go from there to retrieval for attrition studies. More unified procedures state wide will aid in the correction of this problem.

c. Determine and develop data analysis methodologies.

Computer applications to analyze data of this nature have been developed. It will be necessary to pull those techniques together and prepare them for implementtation during Phase II when data is collected and analyzed by the five Districts on a pilot basis.

Some analysis was done by computer and some by hand. Depending on where the information was found and what form it was in, the information was either correlated by hand or computer. At times it was easier to do the tally by hand than to key-punch the information that was available.

This procedure was altered somewhat because the data was analyzed this year on a pilot basis. With slightly varying methods, though the same procedure, all the schools came out with like results.

d. Report formats will need to be developed and agreed to for the purpose of presenting the data.

Report formats were agreed to at the consortium meetings. Attrition was defined for the purpose of the study and so were the variables and the format in which they would be displayed.

The format for the basic reasons students gave for leaving early was developed by Joe Myrick, Administrator of Research and Development at Lakeshore Technical Institute, Cleveland Wisconsin. The format was developed for a study entitled "Reasons Why Post High Students left L.T.I. During School Year 1974-1975."

Mr. Myrick organized L.T.I.'s early leavers into 26 catagories. There was enough room to add catagories that were perhaps not included in the L.T.I. study. The consortium agreed to use this outline of dropout reasons. (see Appendix A)

The other format for displaying basic characteristics and ability factors was developed by the coordinating school with the aid of various consortium members. The matrix contained the necessary variables and left blanks or columns that could be changed to meet different participating consortium members' needs. (see Appendix B)

INDIVIDUAL
PARTICIPATING CONSORTIUM
MEMBER REPORTS

STUDY OF ATTRITION RATE OF FULL-TIME STUDENTS
BEGINNING NORTH CENTRAL TECHNICAL INSTITUTE COURSES
AUGUST 1973 TO DECEMBER 1975

Russell C Paulsen Ph.D.
Administrator, Research & Development

Michael G Michlein
Research Assistant

PURPOSE:

The purpose of this project is to study the attrition at North Central Technical Institute to determine reasons why students leave programs early before completing them. It is hoped that such information will lead the school to identify who drops out and why. This identification would enable the school to assist both the student and the program so that both meet their mission and attrition is reduced.

METHODOLOGY:

It was decided to study students who entered NCTI from as far back as fall 1973 until the fall of 1975. A dropout is considered a full-time student who did not complete the program in which he was enrolled.

Unified forms were decided on by a consortium of vocational, technical schools to gather the data necessary. Besides background, reasons for leaving were also recorded using an adaptation of a study of early leavers developed by Joe Myrick of Lakeshore Technical Institute.

PROCEDURES:

Identifying the dropouts was no problem as this is done on a regular basis through the registrar's office in Student Services. The registrar keeps a running tabulation by semester on who left, when he/she left, what program he/she left, how he/she left, why he/she left and where he plans to go next. This is a time consuming, but essential operation. The information was easily converted to the coding Joe Myrick developed at Lakeshore Technical Institute. To gather background information such as age, sex, high school rank, and test scores, the research was more tedious. Reels of microfilm, stacks of enrollment cards, sheaves of applications, and stacks of files had to be searched through.

Because of the inconsistency in source of information the data is not all the same. What could not be found on enrollment cards was sought for on application blanks or withdrawal sheets. Copies of transcripts sometimes gave high school rank if it could not be found on the application or other forms. Sources varied in information available and often three or four sources were needed.

FINDINGS & ANALYSIS:

Though attrition is a bit less than 50%, it does vary from program to program. Some programs, because of the demand and academic demands of the program, have strong screening processes.

What is surprising is the varied reasons for leaving early.

1. *Some groups of students came up with all sorts of reasons supporting the early withdrawal while others used the old stand by of "personal reasons, including loss of interest". (see Tables 1,2,3,4,&5)*

2. *Some groups of students have a greater tendancy to dropout without giving any reasons while others tend to formally withdraw. (see Table 6)*

3. *The catagory claiming the largest group of dropouts is "Personal - including loss of interest." 28.3% determined that was the cause for their leaving. (see Table 5)*

4. *The second largest category was the "Unknown" which claimed 24.6% of the dropouts. (see Table 5)*

5. *68 people or 12.1% of the group indicated financial reasons caused them to withdraw. (see Table 5) When I checked this figure through Student Services I found that financial difficulty had to be qualified. Some dropouts bought cars, motorcycles or other expensive non-education or necessary - for - support items then had to quit to get a job and pay for them.*

6. *The fourth largest group claimed to be employed, but because of the data available it is very difficult to know whether or not the work is related to their schooling. (see Table 5) This too can be a very deceiving statistic to follow. Many students such as Production Agriculture and Police Science are working full-time while they attempt to go to school and collect VA benefits at the same time. If they drop out of school they could be considered Job-Outs and related employed. A person who wants to change his line of work comes to school but drops out for one reason or another. He too is working unrelated to his educational goal.*

7. *Many of the dropouts are employed full-time when they enter full-time programs at North Central Technical Institute. (see Table 7) This is very difficult to ascertain from application or enrollment cards because of inconsistencies in the filling out of forms. A significant number are employed more than 20 hours per week while attending school. According to other related studies, such employment outside of school is definitely related to withdrawal and it seems to be a factor in this instance too.*

8. Of the 589 dropouts, only two could be found who were definitely workstudy people. If this is true, it agrees with other attrition studies around the nation. A workstudy student is much less likely to drop out of school than a student who takes a grant or loan. (see Appendix C)

9. Test scores are indicators of persistence but only if they are combined with other factors such as G.P.A., high school rank, and attendance records. A look at the dropouts' scores on the Differential Aptitude Test did not show anything that stands out. (see Table 8)

10. Students who enter in August have a better chance of graduating than students who enter in January, this could reflect the type of students who enter at that time or it could reflect what the school offers a January enrollee. (see Graph 1)

11. When it comes to marital status, there is no difference in the percentage of people leaving when compared to the same group as it enrolled. (see Table 9)

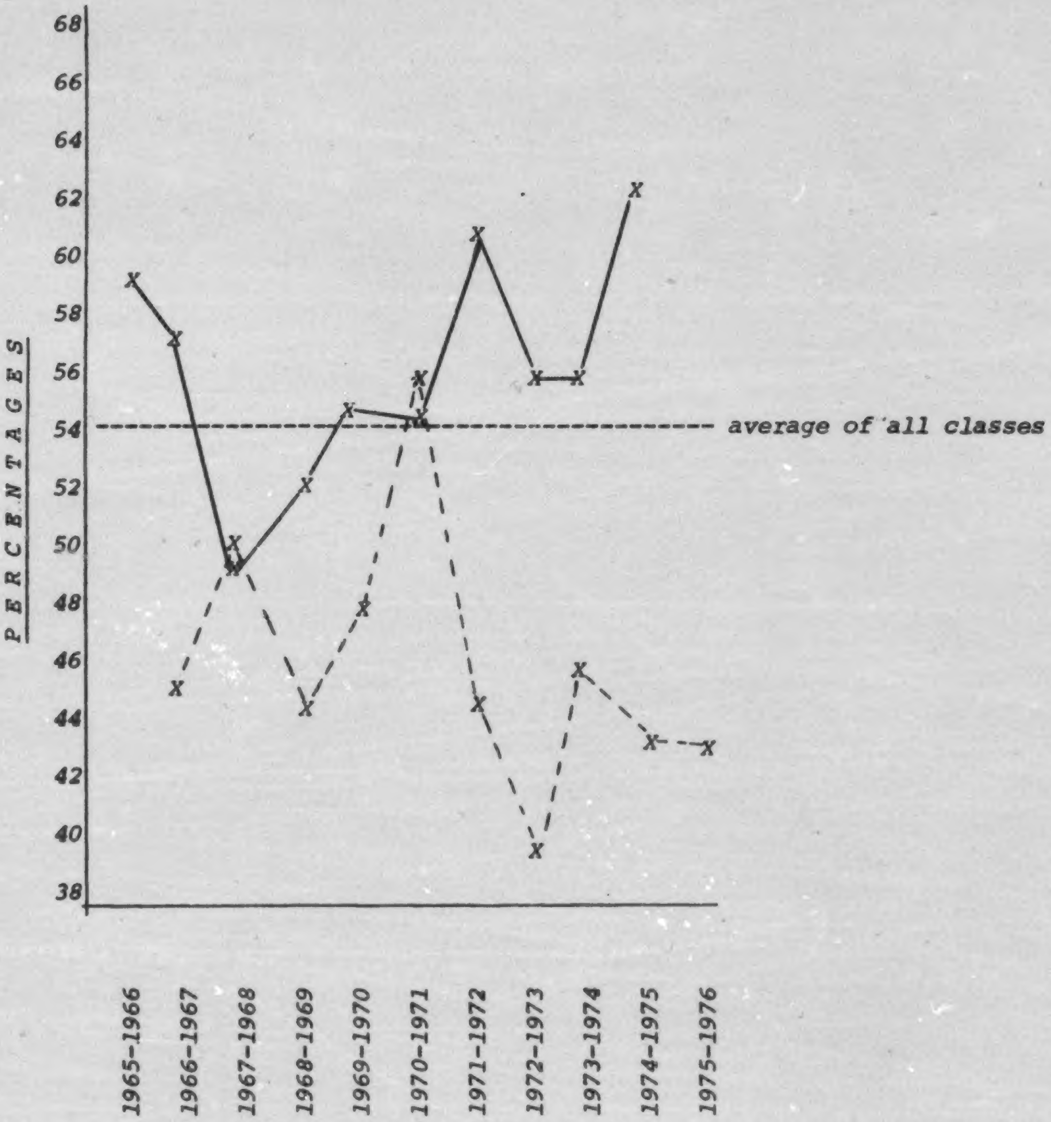
12. The age of the people who drop out is in proportion to the age they enroll. Any differences that were noted can be attributed to the way in which the ages were recorded for the files. (see Tables 10 & 11)

13. With regard to Sex no significant difference can be seen between enrollment and attrition. However, it should be noted that more males dropout first semester than second and that female attrition is steady whereas that of the males fluctuates by semester. (see Table 12)

14. In keeping with national statistics, most students dropout during first or second semester - the heaviest attrition occuring during the first semester. Nursing showed the highest fourth semester dropout rate and Police Science was next, but this is due to a particular program structure. (see Tables 13,14,& 15)

15. In analyzing given reasons with other variables associated with the student, it seemed that most withdrawal was caused by lack of commitment or motivation more than anything else on the students' part.

GRAPH 1
PERCENT OF INITIAL STARTS DIVIDED BY JANUARY & AUGUST ENTRY THAT FINISHED THEIR PROGRAMS



SCHOOL YEARS

______________ = End of the year Graduates (May/June & Summer)

-------------- = Mid-Year graduates (December & January)

TABLE 1

REASONS GIVEN FOR EARLY WITHDRAWAL FROM NORTH CENTRAL TECHNICAL INSTITUTE'S 1 YEAR DIPLOMA PROGRAMS FROM AUGUST 1973 TO DECEMBER 1975

	AUTO MECHANICS	MACHINE TOOL OPERATION	WELDING	DRAFTING MECHANICAL	ELECTRONIC SERVICING	ACCOUNTING CLERK	CLERK TYPIST	MERCHANDISING	OPERATING ROOM ASSIST.	AG. AUTO PARTSMAN	AUTO BODY REPAIR
	n=16	n=20	n=17	n=11	n=20	n=22	n=38	n=19	n=6	n=7	n=9
	%	%	%	%	%	%	%	%	%	%	%
A											
B											
C											
D											
E											
F	6		12			5	5	5			
G		5			5						
H											
I		5	12		5	5	5	5			
J											
K											
L	6			9					33		
M	13	10	18	18	10	5	8	11	17	14	
N		5			5	9	13	11			11
O											
P		10	18	55	10		21	42	50	57	11
Q			12	9		5	5				11
R	75	60	29	9	60	68	42	21		29	56
S											
T		5			5			5			11
U											
V											
W											
X											
Y											
Z											

KEY

A-Graduate - Associate Degree
B-Transfer - Out of NCTI
C-Graduate - Vocational Diploma
D-Transfer - Program Change
E-Certificate
F-Withdrawal - Related Employment
G-Withdrawal - Unrelated Employment
H-Withdrawal - Seeking Employment
I-Academic
J-Attendance - Never Attended
K-Attendance - Teacher Withdrawal
L-Career Change
M-Financial
N-Health
O-Service Military
P-Personal - Including loss of Interest
Q-Moving
R-Unknown
S-Graduate Apprentice
T-Job Conflict
U-
V-Health Core
W-
X-Audit
Y-Married
Z-Deceased

TABLE 2

REASONS GIVEN FOR EARLY WITHDRAWAL FROM
NORTH CENTRAL TECHNICAL INSTITUTE'S 2 YEAR ASSOCIATE DEGREE PROGRAMS
FROM AUGUST 1973 TO DECEMBER 1975

	ACCOUNTING	DATA PROCESSING	INSURANCE	MARKETING	MEDICAL SECRETARY	SECRETARIAL SCIENCE	ARCH. RES. DESIGN	AUTOMOTIVE TECH.	ELECTRONICS	MECHANICAL DESIGN	NURSING	RADIOLOGIC TECH.	POLICE SCIENCE
	n=44 %	n=30 %	n=9 %	n=37 %	n=9 %	n=17 %	n=39 %	n=12 %	n=36 %	n=11 %	n=32 %	n=7 %	n=12 %
A													
B			11				3	8			3		
C													
D													
E													
F	11	17	11	14			8	8		18	6		17
G													8
H				3							3		
I	9	3		11			10		11		25	43	
J													
K													
L	7				22		3		14		13		
M	14	3	22	5	11	12	8		11	18	3		
N	11	3				6			6	9	3		
O							3						
P	18	37	22	30	22	47	49	25	42	36	34	57	33
Q	7			5					6	9	3		
R	14	33	22	27	33	12	15	42	8	9	6		25
S													
T	7	3	11	5		18	3	8	3				
U								8					
V													
W													
X													
Y	2				11	6							8
Z													8

TABLE 3
REASONS GIVEN FOR EARLY WITHDRAWAL FROM 2 YEAR DIPLOMA PROGRAMS FROM AUGUST 1973 TO DECEMBER 1975

KEY

A-Graduate - Associate Degree
B-Transfer - Out of N.C.T.I.
C-Graduate - Vocational Diploma
D-Transfer - Program Change
E-Certificate
F-Withdrawal - Related Employment
G-Withdrawal - Unrelated Employment
H-Withdrawal - Seeking Employment
I-Academic
J-Attendance - Never Attended
K-Attendance - Teacher Withdrawal
L-Career Change
M-Financial
N-Health
O-Service Military
P-Personal - Including loss of Interest
Q-Moving
R-Unknown
S-Graduate Apprentice
T-Job Conflict
U-
V-Health Core
W-
X-Audit
Y-Married
Z-Deceased

	MACHINE TOOL TECH.	PRINTING	AGRICULTURAL MECHANICS
	n=27 %	n=18 %	n=3 %
A			
B			
C			
D			
E			
F		11	
G			
H			
I	7	6	
J			
K			
L	4		
M	11	28	
N	22	11	
O			
P	30	28	
Q	4		
R	22	11	67
S			
T		6	33
U			
V			
W			
X			
Y		6	
Z			

TABLE 4
REASONS GIVEN FOR EARLY WITHDRAWAL FROM NORTH CENTRAL TECHNICAL INSTITUTE'S FOUR BASIC PROGRAM CLUSTERS

	BUSINESS		HEALTH		AGRICULTURE		Trade & Industry TECHNICAL & INSTRUCTIONAL	
	#	%	#	%	#	%	#	%
A								
B	1	4.4	1	1.8			2	.9
C								
D								
E								
F	20	8.9	4	7.3	2	5.4	11	4.7
G							2	.9
H	1	4.4	1	1.8				
I	13	5.8	11	20			14	6.0
J								
K								
L	5	2.2	6	10.9			9	3.8
M	20	8.9			19	51.4	27	11.5
N	16	7.1	5	9.1	1	2.7	15	6.4
O							1	.4
P	58	25.8	20	36.4	3	8.1	74	31.6
Q	8	3.6	1	1.8	3	8.1	8	3.4
R	68	30.2	4	7.3	2	5.4	61	26.1
S								
T	11	4.9			6	16.2	8	3.4
U							1	.4
V								
W								
X								
Y	4	1.8					1	.4
Z					1	2.7		
TOTALS	225		55		37		234	

KEY

A-Graduate - Associate Degree
B-Transfer - Out of NCTI
C-Graduate - Vocational Diploma
D-Transfer - Program Change
E-Certificate
F-Withdrawal - Related Employment
G-Withdrawal - Unrelated Employment
H-Withdrawal - Seeking Employment
I-Academic
J-Attendance - Never Attended
K-Attendance - Teacher Withdrawal
L-Career Change
M-Financial
N-Health
O-Service Military
P-Personal - Including loss of interest
Q-Moving
R-Unknown
S-Graduate apprentice
T-Job Conflict
U-
V-Health Core
W-
X-Audit
Y-Married
Z-Deceased

TABLE 5

TOTAL NUMBER OF RESPONSES & PERCENTAGE 1973-1976 EARLY LEAVERS AS TO REASONS WHY LEAVING

REASONS FOR LEAVING	NUMBER	PERCENTAGE
A-Graduate - Associate Degree	0	0
B-Transfer - Out of NCTI	4	.7
C-Graduate - Vocational Diploma	0	0
D-Transfer - Program Change	0	0
E-Certificate	0	0
F-Withdrawal - Related Employment	39	6.9
G-Withdrawal - Unrelated Employment	3	.5
H-Withdrawal - Seeking Employment	2	.4
I-Academic	37	6.6
J-Attendance - Never Attended	0	0
K-Attendance - Teacher Withdrawal	0	0
L-Career Change	20	3.6
M-Financial	68	12.1
N-Health	37	6.6
O-Service Military	1	.2
P-Personal - Including loss of interest	159	28.3
Q-Moving	20	3.6
R-Unknown	138	24.6
S-Graduate apprentice	0	0
T-Job Conflict	25	4.4
U-	1	.2
V-Health Core	0	0
W-	0	0
X-Audit	0	0
Y-Married	6	1.1
Z-Deceased	2	.4
TOTAL	562	100.2

TABLE 6

PERCENTAGE OF NCTI DROPOUTS BY PROGRAM BY THOSE WHO FORMALLY WITHDREW AND THOSE WHO SIMPLY CEASED TO ATTEND FROM AUGUST 1973 TO DECEMBER 1975

MAJOR	WITHDREW	CEASED TO ATTEND	TOTALS
	%	%	number
Agric. Mechanics	100	0	3
Operating Room Assist.	100	0	5
Nursing Tech.	90.3	9.7	31
Production Agriculture	86.5	13.5	37
Agric. Auto Partsman	85.7	14.3	7
Radiologic Tech.	85.7	14.3	7
Electronic Servicing	83.3	16.7	6
Electronics	78.8	21.2	33
Arch. Res. Design	71.8	28.2	39
Insurance	70	30	10
Mechanical Design	70	30	10
Secretarial Science-Medical	66.7	33.3	9
Printing	62.5	37.5	16
Nursing Assistant	60	40	10
Auto Body	55.6	44.4	9
Accounting	51.1	48.9	45
Automotive	50	50	12
Welding	50	50	16
Police Science	45.5	54.5	11
Data Processing	44.4	55.6	27
Marketing	44.4	55.6	36
Secretarial Science	44.4	55.6	18
Merchandising	42.1	57.9	19
Clerk Typist	34.3	65.7	35
Machine Tool Op. Tech (2 year)	31.7	68.3	41
Machine Tool (1 year)	28.9	71.1	38
Accounting Clerk	27.3	72.7	22
Auto Mechanics	16.7	83.3	12
TOTAL (excluding Developmental)	55.3	44.7	575
DEVELOPMENTAL	23.5	76.5	17
TOTAL (including Developmental)	54.4	45.6	592

TABLE 7

HOURS PER WEEK WORKED BY DROP OUTS WHILE ATTENDING NORTH CENTRAL TECHNICAL INSTITUTE FROM AUGUST 1973 TO DECEMBER 1975

	WORKING 20 HOURS OR MORE PER WEEK n=47	WORKING 40 HOURS OR MORE PER WEEK n=150	TOTAL n=197	BASE
	%	%	%	#
First Semester (1973-1974)	2.9	51.5	54.5	134
Second Semester (1973-1974)	3.3	37.4	40.7	91
First Semester (1974-1975)	9.4	17.2	26.6	128
Second Semester (1974-1975)	9.5	10.5	20.	95
First Semester (1975-1976)	13.5	10.6	24.1	141
TOTALS	8	25.5	33.4	589

TABLE 8

PERCENTAGE OF DROPOUTS WHO FELL IN SPECIFIC RAW SCORE RANGES WHEN THEY TOOK DIFFERENTIAL APTITUDE TEST

RAW SCORE RANGE	10-20 %	20-30 %	30-40 %	40-50 %	50-60 %	60-70 %	70-80 %
Percentage of Dropouts Scores In Verbal & Math n-219	2.3	5.5	15.5	24.7	19.6	19.2	13.2
Percentage of Dropouts Scores in Abstract Reasoning n=226	7.1	8.4	42.9	39.8	.9	0	.9

TABLE 9

RELATION OF STUDENTS DROPPING OUT TO THOSE ENROLLED BY MARITAL STATUS AT NCTI FROM AUGUST 1973 - DECEMBER 1974

SEMESTER	MARITAL STATUS	NUMBER OF STUDENT DROPOUTS	PERCENTAGE OF STUDENT DROPOUTS	PERCENTAGE OF ENROLLMENT
1st Semester 1973-1974	single	93	83	79.0
	married	17	15.2	19.25
	separated	1	0.9	.9
	divorced	0	0	.6
	widowed	1	0.9	.24
	Base	112	100	
2nd Semester 1973-1974	single	47	71.2	
	married	17	25.8	
	separated	0	0	
	divorced	1	1.5	
	widowed	1	1.5	
	Base	66	100	
1st Semester 1974-1975	single	92	73.6	77.48
	married	28	22.2	20.3
	separated	3	2.4	.5
	divorced	3	2.4	1.33
	widowed	0	0	.4
	Base	126	100	
2nd Semester 1974-1975	single	59	65.6	
	married	26	28.9	
	separated	1	1.1	
	divorced	4	4.4	
	widowed	0	0	
	Base	90	100	
1st Semester 1975-1976	single	93	66.4	73.47
	married	41	29.3	23.8
	separated	0	0	.8
	divorced	5	3.6	1.56
	widowed	1	0.7	.3
	Base	140	100	
TOTAL OF ALL SEMESTERS STUDIED	single	384	72.5	
	married	129	24.3	
	separated	5	0.9	
	divorced	9	1.7	
	widowed	3	0.6	
	Base	530	100	

TABLE 10

PERCENTAGE OF ATTRITION BY AGE FOR STUDENTS WITHDRAWING FROM NCTI DURING FIRST & SECOND SEMESTERS FROM AUGUST 1973 TO DECEMBER 1975

AGE	FIRST SEMESTER 1973-1974 %	SECOND SEMESTER 1973-1974 %	FIRST SEMESTER 1974-1975 %	SECOND SEMESTER 1974-1975 %	FIRST SEMESTER 1975-1976 %
17	35.5	14.1	5.6	0	5.8
18	19.1	20.3	28	21.2	30.2
19	11.8	12.5	16	12.9	10.8
20	8.2	6.3	10.4	11.8	4.3
21	3.6	4.7	5.6	8.2	7.2
22	4.5	0	6.4	5.9	2.8
23	5.5	1.6	6.4	7.1	5.0
24	0	4.7	4.8	2.4	8.6
25	.9	9.4	.8	2.4	2.9
26	1.8	3.1	.8	1.2	5.0
27	0	0	3.2	4.7	2.2
28	0	1.6	2.4	1.2	.7
29	1.8	1.6	1.6	1.2	1.4
30	0	1.6	.8	0	0
31	.9	0	0	1.2	.7
32	.9	1.6	.8	2.4	1.4
33	.9	1.6	0	3.5	.7
34	0	3.1	0	3.5	.7
35	1.8	3.1	.8	1.2	1.4

TABLE 11

PERCENTAGE OF ENROLLMENT BY AGE VERSUS PERCENTAGE OF ATTRITION BY AGE AT NORTH CENTRAL TECHNICAL INSTITUTE FROM FALL 1973, FALL 1974 AND FALL 1975

	1st SEMESTER 1973-1974		1st SEMESTER 1974-1975		1st SEMESTER 1975-1976	
AGE	ENROLLMENT	ATTRITION	ENROLLMENT	ATTRITION	ENROLLMENT	ATTRITION
17	6.4	35.5	5.9	5.6	8.9	5.8
18	36.7	19.1	27.8	28	27.3	30.2
19	17.5	11.8	19.9	16	18.7	10.8
20	8.2	8.2	10.9	10.4	8.6	4.3
21	6.4	3.6	5.7	5.6	5.3	7.2
22	4.2	4.5	4.5	6.4	4.3	2.8
23	3.0	5.5	4.0	6.4	3.2	5.0
24	2.5	0	3.5	4.8	2.7	8.6
25	2.1	.9	2.4	.8	1.9	2.9
26	2.7	1.8	2.1	.8	2.6	5.0
27	1.2	0	1.6	3.2	1.8	2.2
28	.7	0	1.1	2.4	1.4	.7
29	.7	1.8	1.0	1.6	1.0	1.4
30	.6	0	.6	.8	1.2	0
31	.4	.9	.6	0	.7	.7
32	.7	.9	1.1	.8	.9	1.4
33	.5	.9	.2	0	.7	.7
34	.6	0	.6	0	.7	.7
35	1.0	1.8	.2	.8	.8	1.4

TABLE 12

PERCENTAGE OF NCTI MALES & FEMALES DROPPING OUT COMPARED TO ENROLLMENT FROM AUGUST 1973 TO DECEMBER 1975

SEMESTER	TOTAL MALES	PERCENTAGE DROP-OUT	PERCENTAGE ENROLLED	TOTAL FEMALES	PERCENTAGE DROP-OUT	PERCENTAGE ENROLLED
	#	%	%	#	%	%
1st Semester 1973-1974	93	70.5	68.5	39	29.5	31.5
2nd Semester 1973-1974	58	65.2		31	34.8	
1st Semester 1974-1975	96	74.4	68.8	33	25.6	31.2
2nd Semester 1974-1975	65	68.4	69.8	30	31.6	30.2
1st Semester 1975-1976	99	70.7	66.5	41	29.3	33.5

TABLE 13

ATTRITION OF VOCATIONAL DIPLOMA STUDENTS AT NCTI BY SEMESTER FROM AUGUST 1973 TO DECEMBER 1975

PROGRAM	SEMESTER ONE		SEMESTER TWO	
	#	%	#	%
Accounting Clerk	14	63.6	8	36.4
Clerk Typist	26	68.4	12	31.6
Merchandising	17	89.5	2	10.5
Operating Room Assist.	5	83.3	1	16.7
Ag. Auto Partsman	5	71.4	2	28.6
Auto Body Repair	6	66.7	3	33.3
Auto Mechanics	12	75	4	25
Machine Tool Operation	12	60	8	40
Welding	13	76.5	4	23.5
Drafting Mechanical	9	90	1	10
Electronic Servicing	5	83.3	1	16.7

TABLE 14

ATTRITION OF ASSOCIATE DEGREE STUDENTS AT NCTI BY SEMESTER FROM AUGUST 1973 TO DECEMBER 1975

PROGRAM	SEMESTER ONE		SEMESTER TWO		SEMESTER THREE		SEMESTER FOUR		TOTAL
	#	%	#	%	#	%	#	%	%
Accounting	29	65.9	9	20.5	5	11.4	1	2.3	44
Data Processing	23	79.3	2	6.9	3	10.3	1	3.4	29
Insurance	7	77.8	1	11.1	1	11.1			9
Marketing	24	44.4	28	51.9	1	1.9	1	1.9	54
Medical Secretary	4	50	2	25	2	25	0		8
Sec. Science	10	58.8	4	23.5	3	17.6	0		17
Arch. Res. Design	30	76.9	6	15.4	3	7.7	0		39
Automotive Tech.	10	83.3			2	16.7			12
Electronics	21	63.6	8	24.2	3	9.1	1	3.0	33
Mechanical Design	6	60	4	40					10
Nursing	23	76.7					7	23.3	20
Radiologic Tech.	5	71.4	2	28.6					7
Police Science	7	58.3	3	25	0	0	2	16.7	12

TABLE 15

ATTRITION OF 2 YEAR DIPLOMA STUDENTS AT NCTI BY SEMESTER FROM AUGUST 1973 TO DECEMBER 1975

PROGRAM	SEMESTER ONE		SEMESTER TWO		SEMESTER THREE		SEMESTER FOUR		TOTAL
	#	%	#	%	#	%	#	%	%
Machine Tool Op.	16	59.3	8	29.6	2	7.4	1	3.7	27
Printing	10	52.6	7	36.8	1	5.3	1	5.3	19
Agri. Mechanics	7	100							3

CONCLUSION:

1. *Though we have information about our students, it is not uniform. Depending on how busy enrollment time is, some background information is not recorded because it is considered non-essential.*

2. *Student withdrawal froms are inadequate when it comes to recording the reasons a student leaves early. There are two forms, one for formal withdrawal with an exit interview and one for when the student simply ceases to attend. he formal withdrawal form has a few lines for the student's expressed reasons. But after putting his reasons on the form, the form must be signed by all the student's instructors. It is not difficult to see some conflict there. The form used after a student drops out without any formal notice has a list of possible reasons for leaving early. All reasons are directed toward a problem in the student's environment. None of the reasons imply scheduling problem, curriculum problems or the like. Implications are that the student gives any reason at all when he is contacted by phone or the form is mailed to him. At that point he just does not care, he is out. (See Appendix D)*

3. *If Attrition is contrary to the school's mission, that implies that dropouts have no mission or have given up the mission. Actually not all students allign their goals with VTAE goals when they enroll. Many of them get what they want and leave. Some of the student goals are to: 1)leave home, 2) do something respectable after high school besides get a job, 3) enjoy CETA or VA benefits, 4) go to a place where they can define their goals more clearly, 5) please parents, 6) do something while waiting for a job to come along, 7) and other reasons ad infinitum. The students meet their goals, even though they are not meeting the goals of the VTAE system, and then leave. This information was gathered from conversations with Student Services personnel, other staff and some students rather than from quantitative data.*

4. *NCTI is in competition for the student's time and money. The VTAE system is running against some stiff conpetition and sometimes that competition is winning. NCTI is not the only choice for a young man or woman today. A student might begin here because it is close to home, but later move to something or somewhere else when he finds NCTI not quite for him because he has more alternatives to choose from. Some well known alternatives are: 1) The military no longer drafts people and attempts to lure them into uniform with some very tempting offers like good pay, travel, and education while earning dollars. 2) "Finding oneself". Thanks to the sixties, people are now dropping out of many institutions. They are taking a year or so off and then making more committed decisions. 3) 85% of the nations' growth is in the southern part of the country called the "sunbelt". There is much opportunity in these areas. 4) Universities struck by the same blight that has hit the technical institutes are trying everything they can to attract*

new students. Some are offering courses closely related to ours. Marathon Campus of University of Wisconsin is offering two summer courses: "Effective Business Communication" and "Retail Selling." 5) and as the economy picks up, more good paying jobs will entice people away from school. A person can always go to school, but job offers are few and far between.

5. *Attrition is not as bad as it might first seem. Many students have legitimate reasons for leaving. Others were not committed to begin with.*

6. *There is no "one thing" that NCTI can do to reduce attrition. More of an across the board remedy is needed to answer all the problems leading to attrition.*

7. *If one answer must be prescribed, that one answer would be to identify potential dropouts as they enroll and assist each of them in every way possible to finish the programs in which they enroll.*

8. *Students who have problems on or off campus simply will not see a counselor for assistance. They will seek assistance from peers, parents, and friends before consulting a professional counselor. The school must identify and watch the students because in most cases the students are not coming to the school for such assistance.*

RECOMMENDATIONS:

1. Evaluate and improve withdrawal procedures and forms. Ensure some one is designated to follow-up each student dropout and record the reasons. This system should be uniform on both campuses.

2. Improve information gathering as student enrolls - ensuring all pertinent data is registered.

3. Counsel people working more than 20 hours per week against full-time enrollment.

4. For needy students less likely to succeed, suggest workstudy rather than loans or grants.

5. Take a close look at degree oriented programs and evaluate whether or not they are meeting student needs or goals.

6. Examine Open Entry/Open Exit systems and quarter systems against student goals and attrition rates.

7. Examine specific areas of attrition and use case studies besides after the fact data.

8. Study graduates.

9. Students should be motivated to seek counseling for problems even after money refund time.

10. Conduct studies on specific groups of students such as:
    A. CETA receivers
    B. V.A. receivers
    C. Workstudy participants
    D. Loan receivers
    E. Grant receivers

11. Conduct a pilot study on predicter ability and steps to reduce attrition.
    A. Predict potential dropouts as they enroll.
    B. Divide into two groups
    C. Work with one group & allow other groups to go on as usual.
    D. Compare groups at end of semester.

12. Increase inter- and intra- school efforts and communications to reduce attrition.
    A. Organize a committee for that purpose
    B. Have in-service on attrition reduction

A STUDY OF THE ATTRITION RATE OF FULL-TIME STUDENTS BEGINNING MPTI COURSES

FALL 1973 and FALL 1975

MORAINE PARK TECHNICAL INSTITUTE

Research Investigator: Art Marson

The following is the information collected at Moraine Park to be included in the Attrition study.

The most important information is contained in the two large tables. (see Appendix E)

These two tables have been set up similar to the model prescribed in Wausau.

One of the tables contains information from students who enrolled during the fall of 1973 and didn't graduate. These are the students to who were sent the Attrition Survey Form. (see Table 20). (see Appendix F, for questionnaire).

The second table contains information on students who enrolled in the fall of 1975 and proceeded to withdraw from school sometime during this past year. I obtained information on these students from school records and from the withdrawal sheet they completed before leaving.

Concerning the test scores given in these two tables, our guidance counselor feels that the sample of scores is very small and perhaps this information shouldn't be used. (see Appendix, G)

Tables 16, 17, 18, 19, and 20 include students who enrolled in the fall of 1973 but did not graduate. Table 20 shows the result of conducting a follow-up survey of attrition students. The response rate of 13% is not very good.

Tables 21, 22, 23, and 24 include students who withdrew during the 1975-1976 school year.

TABLE 16

1973-1974 ENROLLMENTS

PROGRAM WITHDRAWALS	NUMBER OF STUDENTS n=417
Accounting Clerk	5
Accounting	41
Agricultural Mechanics	10
Auto Body	6
Auto Mechanics	41
Child Care Assistant	
Clerk Typist	32
Cosmetology	4
Data Processing	3
Electronic Servicing	19
Engine Technology	12
Food Manufacturing	10
Food Service Assistant	6
Industrial Engineering Tech.	
Industrial Marketing	14
Machine Tooling Technicians	4
Machine Tool Operation	18
Marketing	38
Marketing - Fashion Merchandising	20
Mechanical Design	30
Mechanical Drafting	11
Medical Records Technician	
Metal Fabrication	2
Nursing Assistant	5
Office Machine Servicemen	7
Operating Room Assistant	3
Police Science	
Practical Nursing	21
Production Agriculture	1
Secretarial Science	17
Secretarial Science - Medical	21
Small Engine - Chassis Mech.	8
Supermarket Management	
Ward Clerk	4
Water & Wastewater Technician	
Welding	4

Beaver Dam - 16, Fond du Lac - 353, West Bend - 48

TABLE 17
STUDENT ENROLLED VERSUS WITHDRAWALS
1973-1974
BY AGE GROUP

AGE	STUDENTS ENROLLED n=981	WITHDRAWALS n=413	PERCENT WITHDRAWALS %
16-17	101	53	52%
18-21	583	221	38%
22-29	185	87	47%
30-39	65	30	46%
40-49	38	17	45%
50-59	9	5	56%

TABLE 18
BY MARITAL STATUS

MARITAL STATUS	STUDENTS ENROLLED	WITHDRAWALS	PERCENT WITHDRAWALS
Single	734	301	41%
Married	198	84	42%
Divorced	32	17	53%
Separated	9	7	78%
Widow (er)	8	4	50%

TABLE 19

	STUDENTS ENROLLED	WITHDRAWALS	PERCENT WITHDRAWALS
Disadvantaged	56	32	57%
Handicapped	23	12	52%

MORAINE PARK TECHNICAL INSTITUTE
ATTRITION STUDY
SURVEY

331 questionnaires sent-out to dropout students
43 questionnaires were returned - completed
54 questionnaires - left no forwarding address
These are all students enrolled during the fall of 1973 and did-not graduate.

Total rate of response to Attrition Survey was 13%.

QUESTION	RESPONSE
1. Name (optional)	------
2. Age:	average age 25.9
3. Marital Status	single: 24 married: 21 divorced: 2
4. Please describe your health	excellent: 8 very good: 4 good: 32 fair: 1
5. What is your parent's occupation?	-------
6. When did you attend MPTI?	-------
7. What program were you enrolled in?	-------
8. Which of the following describes your relationship to MPTI?	
a. completed graduation requirements.	11
b. withdrew from day school after completing three-fourths or more of program, but did not graduate.	9
c. withdrew from day school after completing at least one-half of my program.	4
d. withdrew from day school before completing one-half of my program	20
e. dropped out of day school but re-enrolled at MPTI in: the same program 0 another program 1	1

QUESTION	*RESPONSE*	
9. If you withdrew from MPTI, the most important reason was: (if more than one reason, indicate second reason by placing a 2 in the space provided, third with a 3, and so forth)		
-Transfer to another school	*5*	
-Left to take a job related to my training at MPTI	*8*	
-Left to take a job unrelated to my training at MPTI	*4*	
-Left-looking for a job	*4*	
-Completed what I wanted	*4*	
-Lost interest in school	*8*	
-School wasn't what I expected	*3*	
-I never attended any classes. Why?_____	*1*	
-I did poorly in my school work	*4*	
-I changed my career goal	*7*	
-Lack of money	*7*	
-Poor health, sickness	*2*	
-Entered military service	*3*	
-Moved out of MPTI district	*0*	
-I got married	*1*	
-Deceased	*1*	
-MPTI didn't offer the program I wanted (list program__________________)	*3*	
-Others (please specify):		
poor instructor	*1*	
transportation	*2*	
pregnancy	*1*	
conflict between work & school	*1*	
company paying tuition went on strike	*1*	
10. Name of Employer	*------*	
11. Did you receive any additional training beyond high school for your present job?		
YES	*17*	
NO	*20*	
12. What were your favorite subjects while in school?	*------*	
13. Circle the most common grade received in:	*grade Sch.*	*high Sch.*
Grade school: A	*3*	*2*
High school : A-	*7*	*6*
B+	*4*	*4*
B	*11*	*12*
B-	*4*	*4*
C+	*8*	*9*
C	*7*	*4*
C-	*1*	*3*

QUESTION	RESPONSE	
	grade Sch.	high Sch.
D+	0	0
D	0	1
D-	0	0
E	0	1
F	0	0
14. Please add any comments or suggestions you may have. Use the other side of this page if necessary	--------	

TABLE 21

REASON FOR TERMINATING TRAINING
1975-1976 WITHDRAWALS

REASON FOR TERMINATING	NUMBER OF STUDENTS
Lack of money for expenses	9
Secured a full-time job	24
Do not feel I can pass the course	4
Military Service	3
Poor health, illness, accident	7
Personal troubles	8
Going to college	3
Not interested in further school training	6
Lack of attendance	16
Transfer	12
Course not what I expected	4
Return to prison	3
Pregnant	1
Deceased	1

TABLE 22

PERSONAL REASONS FOR LEAVING TRAINING
1975-1976

REASONS	NUMBER OF STUDENTS
The course and subjects were too difficult	4
This is not the type of work I want to follow	17
I do not like the related work	3
Other	8

TABLE 23

PLANS FOR REAPPLICATION OF TRAINING

QUESTION: Do you plan to reapply for training at this or at some other school?	NUMBER OF RESPONSES
YES	27
NO	17

TABLE 24

1975-1976 WITHDRAWALS

PROGRAM	NUMBER OF WITHDRAWALS n=103
Accounting Clerk	2
Accounting	6
Auto Body	1
Auto Mechanics	15
Child Care	1
Clerk Typest	3
Cosmetology	1
Data Processing	4
Electronics Service	9
Engine Technician	1
Fashion Merchandising	6
Food Manufacturing	1
Food Service	4
Industrial Engineering	3
Industrial Marketing	1
Machine Tool Operator	1
Marketing	4
Mechanical Design	4
Medical Records	5
Metal Fabrication	3
Nurse's Aid	1
Office Machine Repair	1
Practical Nursing	4
Production Agriculture	1
Secretarial Science	2
Secretarial Science - Medical	3
Small Engine - Chassis	7
Supermarket Management	1
Supervisor Management	1
Welding	4
Water/Wastewater	3

With attrition being somewhere in the thirty-five to forty-five percent range, it would appear to be higher than what is desirable. However, this high rate of attrition may be misleading. Many dropouts in essence are job outs, or they have a change in their career goal and are enrolled in a different educational program. These dropouts would not be of concern to us in this study, as part of the philosophy of vocational-technical education is to train people for entry-level jobs. We are still fulfilling this goal with the job out or the program transfer. The need at this time is to establish what percent of the attrition problem is due to other dropouts.

In relation to the activities and procedures used to collect information on attrition, little can be said. Most information is not readily available, and what is available is fragmentary at best. That was our reason for developing the Attrition Questionnaire. Yet, the response to this questionnaire was rather small and a mere reflection of the attrition problem. A possible solution to this lack of collectible information might be to appoint someone--perhaps the major instructors--to account for all the students who have enrolled in their program.

As far as meeting the various objectives of the project, every effort was put forth to do so. A standardized withdrawal form for all districts would make data collection easier and far more accurate. Perhaps this withdrawal form could be attached to the student's application form and filed in an appropriate location.

The variables included in the study are excellent, with the possible exception of test scores. Most schools have their own selection of tests that they choose to administer, and these tests vary considerably between schools. Grade point average and class rank are far better indicators of ability.

More information should be included on family background, employment status, and student activities. It is realized that such information is hard to obtain, but the attempt should be made.

Other interesting observations can be made; however, they are difficult to prove with statistics from the study. The following are a few of these observations:

1. Many students who drop out and are willing to complete a withdrawal form or are willing to respond to a questionnaire will provide accurate information. But this type of dropout is small in comparison to those who never complete a withdrawal form or to those who have the form completed for them with such generalizations as "personal reasons" or "lack of attendance".

2. *In response to the question, "Is the retention rate better for January or August enrollees?", by referring back to previous study completed in the Practical Nursing Program at MPTI during 1975, it was found that August enrollees do considerably better in school and on their licensing exam than January enrollees. Two major reasons for this occurrence were: 1) the lack of a formal orientation period to the school in January as opposed to the one in August; and 2) the difference in the scheduling of courses. Those students entering in the fall usually take a majority of courses pertaining to their major field, while in the second semester (beginning in January) more general education courses are taken. This is discouraging to the January enrollee, as they are taking these courses during their first semester in school. Therefore, the placement of courses, especially general education courses, may have an effect on attrition.*

3. *Another area of importance is the relationship between the job market and attrition. Is the Technical Institute a place to go when a person isn't working?*

   The answer seems to be "yes". Job counselors are continually referring persons who come to them looking for a job to the technical schools. It is important for unemployed persons to obtain additional training for them to become employable. If these persons enroll at MPTI or any other school, and a job happens to open up, they drop out and take the job as that is what they wanted in the first place.

4. *Lack of money is given as a reason for withdrawal in approximately nine percent of the attrition cases. This statistic seems high, as money is available for anyone who needs it and can qualify. Perhaps students need more information in this area.*

5. *This final comment is in relation to the withdrawal process itself. Outside of a partial refund on costs that is collectible during the first few weeks of the semester, there is no incentive for students to express their desire to drop out of school. Too many students are classified by "lack of attendance", and many others are already committed to withdrawing before consulting with a counselor. There should be some type of immediate counseling available to students considering withdrawal. This is possible in at least two ways. First, by predicting students with a tendency to drop out, either by a test or by training instructors to notice potential dropouts and giving them some immediate counseling; or second, by having a full-time clinical counselor available for students to approach with their personal problems.*

NORTHEAST WISCONSIN TECHNICAL INSTITUTE

A STUDY OF THE ATTRITION RATE OF FULL - TIME STUDENTS BEGINNING NWTI COURSES

SEPTEMBER 1973

conducted by: STUDENT SERVICES DEPARTMENT
Robert W. Budz, Counselor

Norma Nelson, Clerical Support

Completed May 1976

PURPOSE:

The purpose of this project was to study the attrition at NWTI so as to determine possible causes for not completing a given program of study. The ultimate objective, of course, is to be able to work with the students and reduce the attrition.

METHODOLOGY:

It was decided that we would study all full-time students who began in a program in fall 1973. A drop-out was any person who did not complete their program in the normal time i.e., One Year Vocational, 2 Year Vocational, and 2 Year Associate Degree.

In our study we would check the files of each drop-out to determine causes of attrition using an adaptation of the system developed by Joe Myrick of Lakeshore.

PROCEDURE:

The first problem came with Step No. 1; identifying our 1973 fall full-time class. This was not actually available from Data Processing. Some raw information was available. Data Processing could identify all full-time students who registered in 1973, but could not tell us who actually started September 1973. This was then a manual process in which the established list was then reduced to the desired group. Using this system we came up with such figures as 35 Medical Assistants, 35 Dental Assistants, 25 Operating Room Assistants, and 49 Welding students starting in their respective groups, but we know that 36 Medical Assistants, 36 Dental Assistants, and 27 Operating Room Assistants started and the maximum enrollment for Welding is 42.

These errors are observable because we know the status of those programs with given maximums. Needless to say there are errors which we did not observe simply because they were not obvious.

Using this system we established 954 names of students and then tried to determine who were graduates and who were drop outs. Step No. 2, brings problem No. 2 Data Processing cannot give us a complete, accurate list of graduates. Only by using graduation lists provided from commencement booklets, placement materials and Data Processing were we able to develop a list that approaches accuracy. There were then 471 graduated from the group that started September 1973.

We then went to the student files again to determine the reasons for dropping and tabulated these reasons on the grid prepared for this purpose. (see Appendix H)

RESULTS:

1. The first result was the somewhat surprising confirmation of a fact that many suspected. We graduated less than ½ of the people that started in 1973 - more precisely 471 graduates or 49% of those that started. It would be misleading to look at these results alone, instead we should see that sub-groups vary dramatically. As a total group the Health Occupations graduated 83% for the highest graduation rate, and Public Services completed 30% for the lowest. This is consistent with the over-all generalization, that we have a better rate among Vocational students than Technical students. Vocational Business and Marketing 37%, Vocational Trades and Industries 54%, Associate Degree Trade and Industries 45%.

2. Of the 483 drops only 100 or 21% of them filled a formal withdrawal form upon leaving. Consequently if this was the only source of information we would conclude that maximum accuracy would be 21%. We were however able to learn information from other items in the files. However, in a total 199 cases we had no information regarding the students withdrawal. We must report that for 41% of the students that withdrew we know nothing regarding their withdrawal, and that we can only guess about the reasons of a little over ½ of 59%. Even in these statistics it is enlightening to look at the subgroups, and again the Health Occupations gives us the highest rates of formal withdrawal forms with 73% and Public Services with the lowest 8%. The generality presented before with the better figures belonging to Vocational classes does not hold true in this instance. Compared to the 41% of total drops on whom we have no information the Health Occupations have the lowest figure with 23% with the other Vocational groups being the highest this time, Vocational Business and Marketing 51%, Vocational Trades and Industries 52%.

3. A figure that gives some consolation indicates that 61 or 13% of the drops are actually continuing their education at NWTI either on a part-time basis or in some other program. We also saw 2% transferred to another program and graduated, 3% transferred to a different program and dropped that one too, and 5% transferred to another school.

4. Vocational Technical systems generally make much of something we call job outs. However all that we can prove is that 8% of those leaving left to take jobs with 7% of those going to unrelated positions and 1% to related. We can speculate that some of those that did not fill out forms took jobs but we have no real evidence to prove it. Of the 5 students who took related jobs 4 were in the Vocational Trades and Industries and 1 in Health Occupations.

5. The old standby of reasons i.e., money problems, was claimed by only 3% of those that left.

6. Seven percent of the students who left cited personal reasons, or loss of interest as their main problem.

7. Two percent of those that left cited health as a reason for leaving with the most dramatic variance coming from the Health Occupations where 14% made such claims.

8. It was determined that 3% never attended and were therefore dropped for lack of attendance from the roster and 7% were dropped by the instructor at a point later in the semester.

9. Only 1% cited moving as the reason for withdrawal.

10. Two percent were listed as miscellaneous; these included people who stated that they were asked to leave, people who lacked a class or two for graduation, people who did not achieve required grade point average, and people who officially started in a program but did not actually have any of their major classes.

11. Although the original information is probably more abundant on the Marinette and Sturgeon Bay campuses due to the smaller size, less information is placed in the permanent file. Taken together, attrition rates seem to be the same with approximately 50% of the students graduating, but in Sturgeon Bay the Diesel Mechanic program had 91% graduates. Records for Marinette were less complete but generally indicated much lower graduation rates. Information regarding both of these campuses is limited, because our original intent was to cover the Green Bay campus.

CONCLUSIONS:

1. One of the most obvious conclusions that can be drawn from our attrition study of 1973 students is that we not only lack information about our students, but that we have difficulty handling that which we do have. We are not able to retrieve readily.

2. Any attempts at solving an attrition rate based on a study which includes 59% of the population should probably not expect any more than 59% results.

RECOMMENDATIONS:

1. With the oncoming of the new year we must strive for better records. It should not be too much to ask for an accurate listing of full-time students that begin at a given point in time and certainly we should have better records of who our graduates are, not only by program but by campuses. Other information regarding a students termination here should also be available.

2. Someone should be assigned to the task of chasing down every student to determine their reason for leaving and time of departure. In many cases we cannot even provide the last day a student attended.

3. Several pilot studies could be begun:
   a. Use of split class method.
      Work with one class of Modelbuilders, not the other.
   b. Determine 60 potential drop-outs.
      Special work with ½ allow the other half the normal usage of facilities.
   c. In both these studies we would call for work normally considered guidance and counseling mechanism with specific details to be drawn up by counselor in charge.

4. Since the records seem to indicate that the existance of these withdrawal forms is even more scarce in the files of those students from other campuses, we might want to implement the same procédure for withdrawal forms on all campuses. On the other hand this may be a method of trying several plans at the same time i.e., allow each campus a different method.

5. When we are in a position of providing more accurate information we should attempt to make our study more complete. We could add many of the variables that are suggested by our own staff as well as those suggested by other studies.

6. We might take a closer look at the differences that exist between the sub-groups studied to determine if the apparent successes which some achieve are assignable to specific, identifiable causes.

STUDENT ATTRITION IN THE WISCONSIN VTAE SYSTEM

Project 03-037-151-226

Southwest Wisconsin Vocational-Technical Institute

Jane Smeaton - Research Specialist

June 1, 1976

The following is a compilation of data taken from the files of 187 dropout students in the 1975-1976 school year. Files used were marked "dropout" or "attended 'n' days." Those who completed a semester but not a program were not included.

For tables and explanations of items (see Appendix I).

STUDENT ATTRITION:

Explanation of data:

1975-76 - 187 of 1265 students left early--14.8%
10 left the Developmental Program early because they received GED.
3 students are deceased

ID Number 1-187

SEX - 62 females 125 males
33.2% 66.8%

At SW Tech the student body is 63% (803) male
37% (462) female

The dropout rate is slightly greater for males. This difference is mainly in the Developmental Program - 47 dropped out (40 males and 7 females)

Excluding Developmental - 140 dropouts

85 males 55 females
% of 140= 60.7% 39.3%

TABLE 25

AGE OF STUDENT WITHDRAWALS	PERCENTAGE OF 187	COMPARED - % OF STUDENT BODY	NUMBER
16-17	21.9%	16.0%	41
18	19.8%	47.4%	37
19	9.1%	11.9%	17
20-25	31.5%	15.4%	59
26-30	4.8%	4.7%	9
31-40	9.1%	2.9%	17
Over 40	3.7%	1.7%	7

Dropouts rates are greater among 20-25 year old students than their percent (%) in the student body, and among 16-17 year olds. 18 and 19 year olds had lower dropout rates. The system is geared to this age group.

TABLE 26

MARITAL STATUS	MALE	FEMALE	TOTAL	PERCENT OF 187
Married	29	12	41	21.9%
Divorced	2	7	9	4.8%
Single	94	43	137	73.3%

About 13% of the student body as a whole is married. Dropouts among married persons are particularly high. Financial problems and family or personal adjustments may be greater for them. Reasons given by them were diverse and inconclusive. Several took jobs or indicated money or aid problems.

PROGRAM:

The following are two tables on student withdrawal by program. The first table shows that the percentage of dropouts by program is less among associate degree programs than vocational or certificate programs. The second table shows dropouts number in programs by sex. Programs are still very sex-segregated.

IQ - IQ scores are given for 57 of the dropouts. Most run in the average range. Where there is more than one score the last is the most recent. Quite often these scores have gone down in high school perhaps indicating lack of interest and motivation to learn within the present school system as much as an indication of intelligence.

VET - 41 of the 187 dropouts are veterans (21.9%)
Total student body has 17% veterans

AID - If they needed or will apply for aid it is indicated on the chart. When known the program is indicated.
CETA, VA, CAP, WIN, BOEG, Voc. Rehab, Social Services, Refugee Program.
gr = grant
ws = work study
par = parents
SS = Social Security
Orch = Orchard Manor (institution)
LAF = Lafayette Manor (Nursing Home)

HIGH SCHOOL		% of 180	
received diploma	95	52.8%	
GED (at time of appl)	20	11.1%	No answer 7
Neither (did not finish H.S.)	65	36.1%	

TABLE 27

STUDENT WITHDRAWALS BY PROGRAM - ASSOCIATE DEGREE PROGRAMS

PROGRAM	ENROLLED n=193	DROPOUTS n=18	PERCENTAGE OF ENROLLED 9.3%
Business Administration - Accounting	52	6	11.5
Business Administration - Finance	19	-	----
Farm Operator Technician	23	2	8.7
Food Service Management	19	-	----
Machinery, Partsman-Salesman	16	1	6.3
Marketing	15	2	13.3
Municipal Engineering Technician	23	3	13.0
Secretarial Science	26	4	15.4

TABLE 28

LESS THAN ONE YEAR CERTIFICATE PROGRAMS

PROGRAM	ENROLLED n=317	DROPOUTS n=67	PERCENTAGE OF ENROLLED 21.1%
All-Around Butcher	72	8	11.1
Home Management Assistant	12	2	16.7
Nursing Assistant	131	8	6.1
Vocational-Technical Developmental	86	47	54.7
Ward Clerk	16	2	12.5

TABLE 29

VOCATIONAL DIPLOMA PROGRAMS

PROGRAM	ENROLLED n=710	DROP-OUTS n=102	PERCENTAGE OF ENROLLED 14.4%
Accounting Clerk	32	11	34.4
Ag. Building Serviceman	24	3	12.5
Ag. Equipment Serviceman	11	-	-----
Ag. Mechanics	68	8	11.8
Appliance Service	21	7	33.3
Auto Body	47	9	19.1
Automotive Mechanics	69	15	21.7
Business Machines	18	3	16.7
Clerk Typist	40	8	20.0
Food Preparation Assistant	8	3	37.5
Home Furnishings Assistant	17	3	17.6
Mechanical Drafting	26	4	15.4
Practical Nursing	27	5	18.5
Production Agriculture	173	-	-----
Recreational Equipment Service	38	6	15.8
Retail Sales	24	6	25.0
Stenography	18	5	27.8
Welding	49	6	12.2

TABLE 30

DROPOUT NUMBERS BY PROGRAMS & SEX

PROGRAM	SEX		TOTAL
	MALE	FEMALE	
Business Adm. - Accounting	6	0	6
Farm Operator Tech.	2	0	2
Machinery, Parts-Sales	0	1	1
Municipal Eng. Tech.	2	1	3
Marketing	2	0	2
Secretarial Science	0	2	2
Secretarial Science (legal)	0	2	2
Ag. Mechanics	8	0	8
Auto Mechanics	15	0	15
Recreational Equipment	5	1	6
Accounting Clerk	5	6	11
Ag. Bldg. Serviceman	3	0	3
Auto Body	8	1	9
Business Machines	0	3	3
Clerk Typist	0	8	8
Food Prep. Assist.	1	2	3
Home Furnishings Assist.	0	3	3
Mechanical Drafting	3	1	4
Retail Sales	5	1	6
Stenography	0	5	5
Welding	6	0	6
Appliance Service	7	0	7
Practical Nursing	0	5	5
Ward Clerk	0	2	2
All-Around Butcher	7	1	8
Home Management	0	2	2
Nursing Assistant	0	8	8
Developmental	40	7	47

ENTERED - Month and Year are given
DROPPED - Month and Year are given

High School Rank and/or Average Grade

114 of 187 are listed
The majority ranked in the lower half of classes in high school with C or below averages.

TABLE 31

ADMISSION STATUS	NUMBER	PERCENT OF 187
New	133	71.1%
Continuing	36	19.3%
Re-entry (time lapse between previous enrollment)	15	8.0%
Transfer	3	1.6%

Housing

When available need for housing or commuting was listed.
Information on 99 persons:

61 persons commute
38 would live in Fennimore and/or needed housing

REASON FOR TERMINATION:

The following table lists reasons for termination by students and the code on the chart. For a large number attendance and lack of interest were the reasons for leaving. These generally went together. Coupled with this at times was finding a job. Finding a job was often the only reason as well. Reasons seem to reflect goals that have not been well-defined.

TABLE 32

REASONS FOR TERMINATION CODE	NUMBER OF DROPOUTS	PERCENT OF 187 DROPOUTS
Att - Attendance problems	64	34.2%
LI - Lack of interest (usually means motivation or attitude)	52	27.8%
J - Has job	44	23.5%
LJ - Looking for a job	15	8.0%
M - Money and/or aid problems	13	7.0%
H - Health	10	5.3%
WP - Interest not there for program, wrong program	6	3.2%
PP - Personal Problems	20	10.7%
C - Not challenged	2	1.1%
Mv- Moved	5	2.7%
NoP - work is low, failing, no progress	8	4.3%
LP - Legal Problems	4	2.1%
FH - Family health	2	1.1%
ME - Military enlistment	2	1.1%
DC - Decided not to attend, cease training , did not come	9	4.8%
GM - Getting married	3	1.6%
Sch - Going to another school	2	1.1%
Mis - Miscellaneous (job interfered, doing too much, unable)	3	1.6%
A - Accident	1	.5%
GED - Passed GED	10	5.3%
Re - Possibly return later time	10	5.3%
D - Deceased	3	1.6%
NA - No answer	8	4.3%

TABLE 33

STUDENT ATTRITION:

OTHER MATERIAL FROM FILES:	NUMBER OF STUDENTS	PERCENTAGE
Full - time	157	84%
Part - time	22	12%
No answer	8	4%

Previous job experience - Nearly all had worked before. Jobs most often mentioned were:

Factory & Farm work
waitress
nurse's aid
auto mechanic
station attendant

Parent's occupations (of those available) were non-professional with one exception:

Occupations did not require college.

Fathers most often were:

Farmers
laborers
carpenters
truck drivers
owners of small businesses

Mothers most often were:

housewives
waitresses
clerks
nurse's aides

Number of children in family:

A very interesting item from the files was the average size of the family. This information was available for 57 students. The average number of children was six per family of the 57 students. It would be interesting to compare this to a sample of students who did not dropout. Other research has shown that size of family and occupational level are related.

Test results were difficult to obtain but a large number of the dropouts had reading and/or math difficulties.

The VT school should not be like a high school (high school was hateful to many VT dropouts.)

More alternative learning situations should be provided. Many students learn much better when given alternatives to the classroom - lecture method.

Teacher conferences (especially in developmental) may need to be held more often. Perhaps there should be lighter loads for teachers in order for them to talk individually with students. Classroom problems are better solved (if possible) between student and teacher than through administrative personnel.

Scheduling could be more flexible for both full and part-time students.

Immaturity and lack of goals may be a problem. Goal developmental should be a major concern. Potential dropouts (those previous school problems) should be watched from the time they enroll.

Aid is a problem for some:

Complaints about aid programs should be investigated. How are they administered?

Are students aware of all the aids available?

Counselors should be aware of married students special problems.

VT school could provide information on students to elementary and high schools that could influence changes in those schools. Exchange of information is needed.

Housing or transportation may be a problem:

> *Does the school have a committee to set housing standards and work with the community to help prevent landlords from gouging students through rent? Are lists provided for students for who wish to commute?*

Suggestions for Further Research:

1.) More information on relationship between parents' occupations and education, and size of family to job aspirations of students who dropout.

2.) More information on influence of friends and participation of students in activities in high school.

3.) More information on married students and how money problems, children, and schedules may relate.

A potential dropout may possibly be identified early, not only from poor elementary and high school grades, but also from previous attendance and reliability factors. Many more high school dropouts tend to dropout of VT schools than high school graduates. Some dropouts, when they enter VT school, have fantasies about all the great things they will do with their training which may lead to a real letdown once they are in the program and face realities. These realities conflict with their unrealistic goals. Are explanations of courses and programs in school catalogs clear in objectives? What value do these students place on education? Is distance of residence or socio-economic conditions of city or town of residence a factor?

COMMENTS ON STUDENT ATTRITION:

1. Several reasons were often given for dropping out, but it is quite probably that the real personal reason is not revealed.

2. Dropout rates were higher first semester but not all late drops (May 1976) were included on charts. Many drops seemed to occur a few weeks before semester finals. Drops were spread fairly evenly throughout the semester.

3. Several dropout students indicated they were going back to work after a lay-off. Some thought they might return at a later time. Unemployment definitely gets more people into VT schools who want more training, something to do, or aid money. Those who are not academically inclined, in particular, probably feel working and being paid is of more value and will quit when the opportunity arises.

4. Some who marked that they had aid problems at Southwest were really involved in the red tape with the Vet Ad, in particular, and not with actual lack of aid itself. Almost all who indicated money problems, dropped because of other reasons as well.

5. Dropouts are all different with mainly surface similarities. There tends to be two types (if one must catagorize): Job-outs or drops because of personal reasons, lack of information, or attendance. Many job-outs are out just for the clear-cut reasons, "got a job". The others are ill-defined, sometimes distorted reasons for leaving perhaps involving lack of commitment or motivation.

6. By the time a counselor sees a student, it is probably too late to keep him or her in school. Better accessibility to teacher could help. The school should encourage more individual instruction.

7. Many drops leave because they lack goals. The school system could do more in this area by involving students in a process of self-recognition. Attrition will always be there and it is often better if some students are gotten out of the classroom. Dropout rates may be an indicator of what the school does but most likely it stems from the individual's character, commitment, socio-economic background, environmental conditions, or social climate.

RECOMMENDATIONS:

These may or may not apply to Southwest Wisconsin Vocational-Technical Institute (District 3) or to other VT Districts.

The age of withdrawal (table 25) and marital status (table 26) of dropout students indicates a need to help the older students particularly in their early 20's and those that are married.

- Counseling may be geared too much to recent high school graduates.
- Social adjustments and personal problems of older students should be studied in order to improve counseling.

Closer attention should be paid to evaluations and preferences. Some students at SW Tech were put in programs not suited to them or other things indicated they were not capable of meeting the requirements.

Questions: Are schools filling programs or helping students?

Are women and men counseled away from trying non-traditional programs?

Counselors should examine their attitudes.

If students have children, are they made aware of day care facilities or babysitters available in the city?
- a recommended list should be provided.

If pregnancy is a reason for dropping as it was in one case listed under health and perhaps a reason in other cases:
- Does the school health service provide information to both sexes on contraceptive devices (and how to obtain them)
- Does the health service also make referrals for abortion or give help to women in receiving pre-natal care?

More psychological counseling may be necessary. Is a clinical psychologist a member of the school staff?

VT dropouts have a high percentage (SW Tech.) that did not receive high school diplomas. Grades and rank in class were generally low:

Suggestions:

There should be greater follow-up by counselors of these students after they enroll.

The counselor should emphasize their responsibility, but not "big brother" them.

CONSORTIUM

CONCLUSIONS & RECOMMENDATIONS

GENERAL FINDINGS AND ANALYSIS:

Results varied from school to school, but overall they were relatively the same.

1. The total number of dropouts investigated was 2007. NCTI-589, NWTI-483, SWTI-187, MPTI-748
2. Dropouts seem to be ranked in the third quartile of their high school classes before entering the technical institutes. (see Table 34)
3. Though not always indicated numerically, the largest group of dropouts was caused by personal reasons including loss of interest. (see Tables 1 thru 5, 20, 21, 22, 32)
4. Percentage of Attrition does vary from program to program. (see Tables 1, 2, 3, 4, 16, 24, & 27 thru 30, and Green Bay Result #1)
5. The VTAE schools do graduate about half the students who initially enroll. (Green Bay Result #1 and Graph #1)
6. Many enroll again at a later date in the same institution or another one at part or full-time (Green Bay Result #3 and Table 23).
7. The findings are identifying very few actual job outs. Upon close analysis figures are indicating that the job was not the initial reason for leaving school. (see Tables 5, 20, 21, 32 and Green Bay Result #4)
8. Though results are not available from all consortium schools, indications are that those enrolling in full-time programs in August have a much better chance to graduate than those enrolling in January. (see Graph #1)
9. Most dropouts occur during first semester. (see Tables 12, 13, 14, & 15)
10. The next largest group of dropouts occurs during second semester, especially in four semester programs (see Tables 12 thru 15).
11. Test scores alone are not accurate predicters of persistence. (see Table 8, Appendix G)
12. Base data such as the reasons why students withdrew from full-time programs is not collected the same way or on the same form in any of the schools. This leads to widely varying reasons and percentages at times.

13. There is no apparent difference between male and female dropout rates compared to percentage enrolled. (see Tables 12 & 30)

14. One school found a significant difference by age between dropouts and enrollments (see Table 25) but the rest of the consortium did not. Other schools' results show withdrawal in proportion to enrollment. (see Tables 10 & 11 & 17)

15. Marital Status did not appear to have any significant relation to attrition though some interesting patterns could be noted. (see Tables 9, 18 and 26)

16. There was a definite difference by program between those who formally withdrew and those who simply dropped out. (see Table 6)

17. Though not much correlation between financial aid recipients and attrition could be found, that was not the case when it came to the Production Agriculture program. The high number of Production Agriculture people claiming financial problems had reached the end of their V.A. benefits. (see Table 4)

TABLE 34

QUARTILE RANKING (HIGH SCHOOL) OF DROPOUTS FROM THREE OF THE CONSORTIUM SCHOOLS

		CLASS RANK				
		FIRST QUARTILE	SECOND QUARTILE	THIRD QUARTILE	FOURTH QUARTILE	TOTAL NUMBER
MORAINE PARK	#	3	14	23	2	42 DROPOUTS
	%	7.1%	33.3%	54.8%	4.8%	
NORTH CENTRAL TECHNICAL INSTITUTE	#	29	59	130	9	227 DROPOUTS
	%	12.8%	26%	57.3%	4%	
SOUTHWEST WISCONSIN TECHNICAL INSTITUTE	#	7	5	8	29	49 DROPOUTS
	%	14.3%	10.2%	16.3%	59.2%	
ALL SCHOOLS	#	39	78	161	40	318 DROPOUTS
	%	12.3%	24.5%	50.6%	12.6%	

How dropouts were ranked in their high school classes before coming to a Technical school.

GENERAL CONCLUSIONS:

1. Information on dropouts is often sketchy and that data which is available is not always reliable.

2. Students' reasons for dropping out are often unclear or unable to be verbalized even to the early leaver.

3. Withdrawal procedures are presently in need of upgrading or revamping if the sought after information about early leavers is to be collected.

4. Much attrition is related to a lack of commitment or motivation on the student's part.

5. Student assistance for a change of direction is not readily available once a student is participating in a full-time program. If it is available, it is not recognized by the student.

6. Other institutions are effectively competing for a student's time, effort, and dollars.

7. Student goals are are not always those assumed by the VTAE System. Because an Associate Degree in a specific area is offered by the VTAE schools does not mean that the student signing up in that program has established the degree as his goal.

8. Some attrition is good for both the student and the school.

9. With an open door policy, there is no specific thing that any one school can do to drastically reduce attrition. Rather, many small changes and pilot attempts could reduce it 20% or so.

10. Mode of instruction could very possibly have an affect on attrition in certain areas of instruction - especially in the trade and industrial, business, and math areas.

11. How the student is dealth with has a definite bearing on his motivation to remain. Some students coming from high school thought post-secondary education to be a drastic change and find it is not.

12. Certain environmental factors add to the attrition rate by institutions forcing the student into VTAE attendance in order to procure funds.

13. The attrition rate is misleading when taken as a whole. The Attrition that the VTAE system can possibly reduce is much less than the total figure.

14. Standardized forms for information would have made information gathering and comparing much more exact.

15. Most variables in the study were good with the exception of the test scores. Schools use various tests and the results are not comparable.

16. High school rank is a good indicator, but that often depends on the high school from which the student graduates.

17. Formal withdraw presents a much better environment for getting at the reason for withdrawal than does the follow up procedure used after a student simply drops out.

18. Financial reasons given for withdrawal are often not the only reason or not the real reason.

19. The difference in dropout rates between the August and January enrollees could be caused by: 1)The program offering and student assistance is not as good for those entering in January. 2) Students entering in January do not have the same characteristics as those entering in August.

20. After the first few weeks of a semester when the tuition refund time is past, there is little or no incentive to formally withdraw.

21. Financial Aid is difficult to attain because of the forms to be filled out and because some people do not want to lay their accounts open for others to see.

22. Programs might not be fully understood by students as they enroll. Many enroll with misconceptions and misleading expectations that cause them to drop out when program realities present themselves.

23. Students seek assistance from peers, parents, and friends, but very seldom go to a school counselor to solve on or off campus problems.

RECOMMENDATIONS:

1. Evaluate and improve withdrawal procedures and forms. Ensure some one is designated to follow-up each student dropout and record the reasons. This system should be uniform on all campuses.

2. Improve information gathering as student enrolls - ensuring all pertinent data is registered.

3. Counsel people working more than 20 hours per week against either full-time enrollment or excessive employment outside of school.

4. For needy students less likely to succeed, suggest workstudy rather than loans or grants.

5. Take a close look at degree oriented programs and evaluate whether or not they are meeting student needs or goals.

6. Examine Open Entry/Open Exit systems and quarter systems along with other learning styles offering alternatives to the present one. Evaluate these systems with regard to meeting student and community needs and goals.

7. Examine specific areas of attrition and use case studies instead of after-the-fact data.

8. Study graduates.

9. Students should be given incentives to seek counseling for problems even after money refund time.

10. Conduct studies on specific groups of students such as:
    - A. CETA receivers
    - B. V.A. receivers
    - C. Workstudy participants
    - D. Loan receivers
    - E. Grant receivers

11. Conduct a pilot study on predictor ability and steps to reduce attrition.
    - A. Predict potential dropouts as they enroll
    - B. Divide into two groups
    - C. Work with one group & allow other group to go on as usual
    - D. Compare groups at the end of semester.

12. Increase inter- and intra-school efforts and communications to reduce attrition;
    - A. Organize a committee for that purpose in each school.
    - B. Have in-service on attrition reduction
    - C. Organize pooling source (management information service) for information on attrition.

13. Promote Attrition reduction from the state level so the effort can be a system-wide, unified one and institutes can compare results.

14. Increase student profile studies and especially include the concept of self and match that with learning styles.

15. Evaluate degree-oriented programs in relationship to student, employer, community, and institutional needs.

16. Develop unified enrollment process and forms statewide. Certain enrollment factors could be particular to one institute but if information is to be compared uniformly statewide and mean something then specific statewide forms must be completely filled-out by enrollees of each institution and statewide entrance tests given to obtain the needed data.

CONSIDERATIONS FOR DISCUSSION:

The deeper into this study that the consortium participants researched, the more they realized how many variables affect attrition and how interlinked these variables are. One variable cannot be dealt with unless several others are as well. Otherwise the result will be negligible.

Financial problems do plague students, but not very many students dropout because of such problems. Some students do not want to go through all the problems of obtaining the money. Others do not want to proclaim themselves poor to acquire funds. Some dropouts have financial problems and new cars or motorcycles. One student complaining of money problems just returned from a week at Daytona Beach, Florida which cost him a week of cut classes. Very few students leave for financial reasons, but when they do, the reasons seem interconnected with others. With tuition on the increase, this situation might change.

The largest bulk left for personal reasons - including loss of interest. The question arises of how personal the problem was. Usually the indication is that the student simply does not wish to share his reason with the school. A student's attitude toward the school or his education can not be very good if that is the case. Loss of interest pretty much speaks for itself.

Unknown covers another large group of dropouts. The contract between the student and the school was not even strong enough to warrent his giving a reason for leaving. He just left. In not giving a reason, such students indicate more than if they had written something down for a counselor.

The job out keeps popping up and he is a good size group. If a student leaves school, what other choice does he have but to work if he likes to eat? But even if he really does job out, why is a job more important to the student than the degree? Many non graduates do get jobs in fields related to their school programs. That sounds good until you realize that many were working in those same fields before they began a technical or vocational course and an indeterminable kept those jobs at 20 or more hours per week while going to school. Agricultural and Police Science students are excellent examples there. Because of the data available it is difficult to accurately assess the off campus work records of dropouts. Indications are that the number of hours worked is in excess of 20 per week. School for many of these people was a good way to collect some V.A. benefits they had coming to them.

In Table 13 of the NCTI report the figures show that in a two semester program, the highest percentage of dropouts occurs during the first semester. The ratio is usually better than 2.1. In Table 14 of the NCTI report the figures clearly show that the highest percentage of loss per Associate Degree Program is during the first semester. The next highest percentage loss is during the second semester. It is difficult to believe that NCTI has accomplished its mission so well that by the end of the first semester of a four semester program, students can job out. Table 8 shows the same situation with the Two Year Diploma Programs. This is corroborated by Moraine Parks length of stay findings (see data sheets in Appendix E).

It seems that if students can make it over the hump, they tend to remain. There are job outs and there are a few who, for some legitimate reason, cannot remain to complete the program. Some programs do retain a higher percentage of people than others do. But that does not necessarily reflect the staff of that particular department. Students have reported that some who enter the VTAE system are not expecting the academic pressure that is put on them. They expect it to be easier than college.

Post-secondary education puts many demands on a student at a time when he has much to learn about himself as a person. His goals are not always those of the program he enrolled in. Because of limited programs some students take second choice rather than wait a year. Other students are guided into programs they are not sure of but have openings. But this happens most often to the student who comes late and is not sure what to do. The student who knows what he wants, made the decision long ago and is enrolled in the course he wants.

A long look needs to be taken at the degree oriented program. Perhaps it is too long and contains too many academic courses for some. More research in the area of Open Entry/Open Exit is needed. Perhaps the VTAE system must re-assess its goals and objectives and compare them to the needs of the community. Perhaps the degree programs are needed but an alternative flexible system might also be offered.

According to a study conducted at Penn State University a definite change in both grades and attrition took place when some changes were made. Grades went up and attrition went down.

"The major change in the spring of 1962 is interesting. It represents a basic situational modification at Penn State. In the summer of 1961, Penn State changed from an eighteen-week semester to a ten-week term calendar, and from a 50-minute to a 75-minute class period. This meant that students concentrated on three or four courses rather than six or eight at one time, and their

vacations fell between terms rather than interrupting studies in the middle with lengthy vacations such as Christmas. It also meant that professors had to reorganize most of their courses to fit the new format. This in turn meant they had to revise their examinations. They had to slice their knowledge into fewer but larger chunks. We think these changes affected their attitudes toward students. There were other effects, but these examples illustrate the impact of a major change in some important situational variables in a university." (D.H. Ford's, H.B. Urban 1966)

It is very difficult to follow-up dropouts and obtain a worthwhile response so we do not know what really happens to them. According to the review of literature, many of the dropouts eventually get back into the school system. But reports vary and not too much information is available in this area. What ever does happen to them afterwards is not as important as their withdrawal from full-time programs in the VTAE system before completion.

In consolation it might be worth knowing that the findings of this study coincide with many around the country in both 2-year and 4-year colleges. The percent of attrition is about equal and so are the problems of determining the attrition causes.

Persistence seems to be a big factor. Either get the student to persist by motivating him in some way or reduce the length of the program or parts of it so he does not have to persist for such a long time period.

There are also indications that dropouts hang around together and support each others' ideas. This has been voiced by a few of the students I have listened to. Students tend to discuss problems with fellow students and gravitate toward the student most like them. This works against the dropout. He is thus encouraged to dropout by those in the same boat. There is less anxiety in the decision and it is easier to make if there are others.

If the above is true it seems very likely that indications that students are not noticed by counselors and instructors until it is too late are also right. The student who does not have the motivation or commitment to hang in there, certainly is not going to visit a counselor. The dropout does not have to make an appointment to speak with members of his peer group nor does he have to wait in an outer office in front of a bunch of working eyes until appointment time. Besides, a counselor usually gets to the root of the problem and that is not something a dropout wants to openly acknowledge.

Therefore if the dropout is to be reached it must be by the school before he makes his decision to leave. For if the school does not reach him, he will not be reaching for the school for assistance. This can be handled if most of the potential non-

completers are identified as they enroll. The preliminary signs of poor attendance and low grades are noticeable enough to alert the school that their "potential" is heading toward being a "statistic". According to the NORCAL study, if the student is helped in time he has a 30% greater chance of remaining in school. 30% is worth the effort.

A serious consideration should be the factors in the environment outside of VTAE control. Many people are sent to VTAE schools by Job Service. The people go to school in order to get their money but leave as soon as a job comes along. CETA people are much the same way. Since the VTAE system is in competition for a student's time, effort, and dollars, there are many alternatives open to any unsure or dissatisfied student. Before any expensive alternations are made to combat attrition, much research must be conducted on specific "outside" variables and the compatability of the VTAE schools with the world around us.

APPENDIX

93

APPENDIX A

1

APPENDIX A

REASONS WHY POST HIGH STUDENTS LEFT L.T.I. DURING SCHOOL YEAR 1974-1975

by
Research Department
Joe J. Myrick, Administrator

Lakeshore Vocational, Technical, and Adult Education District
June 1975

APPENDIX A

STATEMENT OF THE PROBLEM

The central problem of this study was to collect information on the reasons why students left their training at Lakeshore Technical Institute during the 1974-1975 school year.

METHOD OF STUDY

The method of research used for this study was through the data collected by student services at the student's exit interview and by instructors within the various divisions. Data processing provided a computer print-out of early leavers listing the students names and what programs enrolled in as of May 17, 1975.

The coding system used was as follows:

A - Graduate - Associate Degree
B - Transfer - Out of LTI
C - Graduate - Vocational Diploma
D - Transfer - Program Change
E - Certificate
F - Withdrawal - Related Employment
G - Withdrawal - Unrelated Employment
H - Withdrawal - Seeking Employment
I - Academic
J - Attendance - Never Attended
K - Attendance - Teacher Withdrawal
L - Career Change
M - Financial
N - Health
O - Service Military
P - Personal - Including loss of interest
Q - Moving
R - Unknown
S - Graduate apprentice
T - JOB conflict
U -
V - Health Core
W -
X - Audit
Y - Married
Z - Deceased

APPENDIX A

TOTAL NUMBER OF RESPONSES . . 1974-1975 EARLY LEAVERS AS TO REASONS WHY LEAVING L.T.I.

PROGRAM	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	TOTAL
Business																											
Account.	-	1	-	-	-	1	5	-	-	-	1	2	-	1	-	5	1	2	-	-	-	-	-	-	-	-	19
Bus. Mach.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	-	2
Cl.Typist	-	1	-	-	-	4	1	-	-	-	-	1	-	-	-	1	-	2	-	-	-	-	-	-	1	-	11
Fashion-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Merch.	1	-	-	-	-	-	1	-	-	-	-	1	-	1	-	3	4	2	-	-	-	-	-	-	-	-	13
Marketing	3	1	-	-	-	3	3	-	-	-	1	6	7	-	-	9	1	7	-	-	-	-	-	-	-	1	42
Mat.Mgmt.	2	-	-	-	-	2	4	-	-	-	1	-	-	-	-	3	-	1	-	-	-	-	-	-	-	-	13
Sec.Science	-	-	-	-	-	1	1	-	-	-	-	2	-	-	-	2	1	-	-	-	-	-	-	-	-	-	7
Sec.Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Medical	1	-	-	-	-	1	-	1	-	-	-	1	-	1	-	2	1	-	-	-	-	-	-	-	-	-	8
Sub-Total	7	3	-	1	-	11	15	1	-	-	3	13	7	3	-	25	9	14	-	-	-	-	-	-	2	1	115
T & I																											
Auto Body	-	-	-	-	-	-	2	-	-	-	1	2	1	1	-	-	-	[illegible]	-	-	-	-	-	-	-	-	7
Auto Mech.	-	-	1	-	-	-	3	-	1	3	-	-	1	1	-	5	-	[illegible]	-	-	-	-	-	-	-	-	15
Drafting M.	-	-	-	-	-	1	1	-	1	-	3	-	-	-	-	1	-	[illegible]	-	-	-	-	-	-	-	-	7
ERTV	-	-	-	-	-	-	-	-	-	1	-	2	-	1	-	1	-	[illegible]	-	-	-	-	-	-	-	-	5
Electronics	-	1	-	-	-	-	-	-	1	-	-	3	-	-	-	1	-	[illegible]	-	-	-	-	-	-	-	-	9
Elec.Power	-	-	-	-	-	1	2	-	-	-	-	2	-	-	-	3	-	[illegible]	-	-	-	-	-	-	-	-	9
Lab.Opt.	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1	-	[illegible]	-	-	-	-	-	-	-	-	3
Mach.Tool	-	-	5	-	-	-	4	-	2	-	-	1	-	-	-	-	-	[illegible]	-	-	-	-	-	-	-	-	12
Mech.Design	-	-	-	-	-	-	4	-	-	2	-	2	-	1	-	3	-	[illegible]	-	-	-	-	-	-	-	-	13
Plastics	-	-	-	-	-	-	1	-	-	1	1	-	1	1	-	1	-	[illegible]	-	-	-	-	-	-	-	-	7
Print.	-	-	-	-	-	1	3	-	-	-	-	1	1	-	-	1	1	[illegible]	-	-	-	-	-	-	-	-	11
Weld.	-	-	-	-	-	-	2	-	-	-	-	2	1	-	-	2	1	[illegible]	-	-	-	-	-	-	-	1	9
Sub-Total	-	1	6	-	-	3	24	-	5	7	5	15	5	5	-	19	2	[illegible]	-	-	-	-	-	-	-	1	107

APPENDIX A

TOTAL NUMBER OF RESPONSES 1974-1975 EARLY LEAVERS AS TO REASONS WHY LEAVING L.T.I.

PROGRAM	A	B	C	D	E	F	[illegible]	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	TOTAL
Health																											
Dental	-	-	-	-	-	1	[illegible]	-	-	-	-	2	1	-	-	4	-	-	-	-	-	15	-	-		-	23
LPN	-	-	63	-	-	-	[illegible]	-	1	-	-	2	1	1	-	3	-	-	-	-	-	-	-	-		-	71
Medical Asst.	-	-	-	3	-	1	[illegible]	-	-	-	1	1	1	-	-	6	-	9	-	-	-	-	-	-	1	-	24
Optometric "	-	-	-	-	-	1	[illegible]	-	-	-	-	3	-	-	-	[illegible]	-	-	-	-	-	7	-	-		-	12
Sub Total	-	-	63	3	-	3	[illegible]	-	1	-	1	8	3	1	-	13	-	9	-	-	-	22	-	-	1	-	130
Home Ec																											
Child Care		-	-	-	-	-	[illegible]	-	-	-	-	-	-	-	-	[illegible]	-	-	-	-	-	-	-	=	-	-	4
Clothing Serv.		-	-	-	-	-	[illegible]	-	1	-	-	-	-	-	-	1	1	-	-	-	-	-	-		-	-	3
Sub Total		-	-	-	-	-	[illegible]	-	1	-	-	-	-	-	-	[illegible]	1	-	-	-	-	-	-	-	-	-	7
Agri																											
Dairy H.	-	-	-	-	-	2	[illegible]	-	-	-	-	1	-	-	-	[illegible]	-	[illegible]	-	-	-	-	-	-	-	-	5
Prod. Ag.	-	-	-	-	-		[illegible]	-	-	-	-	1	-	-	-	[illegible]	-	[illegible]	-	-	-	-	-	-	-	-	2
Sub Total	-	-	-	-	-	2	[illegible]	-	-	-	-	2	-	-	-	[illegible]	-	[illegible]	-	-	-	-	-	-	-	-	7
GRAND TOTAL	7	4	69	4	-	19	42	1	7	7	9	38	15	9	-	64	12	32	-	-	-	22	-	-	3	2	366

APPENDIX B

APPENDIX B

ID No.	Age	Sex	Marl Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG + SEM	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.

APPENDIX C

APPENDIX C

1St Sem
73-74

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG + Sem	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	-	F	-		-	-	-	-	(AS) NU I	2	-		-	-	-	-	-	-	-	-	-	w
	22	m	S	185/266	3	6-6	VA	-	RD I	2	RAd		35	29	64	28	66	42	39	92	84	w
	-	m	-	-			-	-	E II	2	-		-	-	-	-	-	-	-	-		w
	39	m	m			10-20	VA	40+	PA II	3	-			-	-	-	-	-	-	-		w
		m	-	-		-	-	-	E I	2	-		-	-	-	-	-	-	-	-	-	w
	20	m	S	21/186	1	2-25	Rehab	40	RD II	2	New	Art	17	29								w
	18	F	S	60/200	1	2-5	-	-	[illegible] IX	2	New		-	-		-		-				w
	17	F	S	13/428	1	11-27	NCF1 APP.		DPI	2	New		29	25	74	46	70	47	53	94	38	w
	-	F	-	-		-	-	-	SSI	2	--		-	-	-	-	-	-	-	-	-	w
	18	F	S/m	40/418	3	4-24	NCF1 APP	40	CT1	1	New		-	-	-	-	-		-	-	-	w
	19	m	S			7-13	--	40	MRT I	2	New		25	21	46	37	-	58	41	52	19	w
	19	F	S	21/40	4	8-29	-	-	[illegible]	1	New		19	19	36	33	53	39	25	71	40	w
	20	F	S	179/180	2	10-9	-	40	[illegible]	2	RAd new											

APPENDIX C

1st Sem 73-74 ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog + Sem	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	-	m	-	-	-	-	-	-	DP I	2	-	-	-	-	-	-	-	-	-	-	-	w
	17	F	S			11-2	NoT App	-	EP I	2	New		32	37	69	96	65	50	56	79	36	w
	33	m	m	109/126	3	5-21	VA	40	MD I	2	ReAd					34						w
	23	m	S	125/[illegible]	2	6-26	VA	40	AU III	2	New		-	-	-	-	-	-	-	-		w
																						w
	17	F	S			1-13			N I	2	New	ACT	19	17	-	-			-			w
	17	m	S	-		12-29	NoT App	40	Ed 1	2	New		25	29	49	41	67	40	26	73	23	w
	21	m	S	87/90	3	8-28	-	-	RD 1	2	New		38	19	52	33	92	54	44	43	36	w
	26	m	m	218/225	3	7-25	VA	40	WET I	1	New		20	15	35	30	41	47	27	64	20	A
	17	m	S	10/181	2	-		-	EL I	2	New		[illegible]	32	68	44	68	58	60	59	35	w
	18	m	S	26/122	3	7-26	-	40	AC I	2	New		26	21	47	44	42	52	30	65	30	w
	23	m	S	87/150	2	8-2	VA	40	N 1	&2		ACT	20	26	-	-	-	-	-	-	-	w

$\overline{0}$

APPENDIX C

1st. 73-74 Sem ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	app Enrl Date	Fncl Aid	Wrkg in Schl	Prog + Sem	Lent Prog	Adm Stat.	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	Sent GRAM	CAMP.
	21	m	S	91/33	2	8 21	—	—	EL I	2	New		39	34	73	45	56	57	55	71	37	W
	19	m	S	top 10%		3-10	—	—	RD1	2	New		31	17	48	39	39	56	40	53	30	W
	20	F	S		—	app Nov. 3	—	40	ORA1	1			29	17	46	32	39	40	68	21	28	W
	17	F	S	19/130	1	app 7-19	—	—	DP1	2	New		37	24	61	41	34	48	76	78	39	W
	17	F	S	34/143	1	4-28	—	—	ORA1	1	New		35	23	58	42	34	39	64	93	39	W
	20	F	S	—		7-9	—	—	SS 1	2	New		28	8	37	35	62	42	22	82	32	W
	39	m	m	—		Feb	—	—	PA II	3	New		—	—	—	—	—	—	—	—	—	W
	17	F	m	—		7-5	—	—	NU 1	2	new	AFT	22	28	—	—	—	—	—	—	—	W
	17	m	S	—		5-21	—	40	Ins I	2	New		33	35	68	44	31	34	69	90	40	W
	17	m	S	95/64	3	—	NCT1	40	RD 1	2	New		40	26	66	39	50	57	58	40	29	W
	—	m	—	—		—	—	—	Acc 1	2	-		-	-	-	-	-	-	-	-		W
	17	m	S	40/113	3	2 11	NCT1	—	mcr 1	2	new		—	—	—	41	[illegible]	—	77	—	—	W
	17	m	S	126/335	2	10-31	—	40	Auto Body 1	1	New		-	-	—	—	—	—	—	—	-	A
	V	m							Ins 1	2												

APPENDIX C

1 Sem 73-74 ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog + Sem	Lent Prog	Adm Stat.	Apt	VR	NA	V+N	AR	CRA	MR	SR	SPELL	GRAM	CAMP.
	20	m	m	10/404	3	12-28	–	40	PR I	2	New		17	20	37	34	47	51	35	77	26	W
	19	F	S	GED 238		5-23	MOTA	–	DP I	2	New		25	25	60	43	80	30	36	76	30	W
	19	m	S	–		8-14		40	MTO I	2	New		–	–	–	–	–	–	–	–	–	W
	17	m	S	10/29	3	4-17	–	20+	[illegible]	1	New		23	20	43	25	66	46	44	73	32	W
	–	F	–	–		–		–	Acc I	2			–	–	–	–		–	–	–		W
	17	m	S	–		12-4	–	40	MDSE 1	1	New		29	23	52	34	37	39	43	80	28	W
	19	F	wid	27/416	3	app 12-14	[illegible]	–	ORA 1	1	New		30	27	57	44	29	37	65	94	39	W
	17	m	S	20/..	1	12-19	–	–	RD1	2	New		41	30	71	43	46	53	60	77	37	W
	17	m	S	–		[illegible]	–	40	RD 1	2	New		32	33	65	40	48	48	56	70	22	W
		m		–	–	–	–	–	DP1	2			–	–	–	–	–	–	–	–	–	W
	17	F	S	36/231	1	8/20	–	–	DP 1	2	New		17	27	44	34	37	31	69	93	30	W
	17	m	S	–		–	–	–	MTO1	1	New		–	–	–	–	–	–	–	–	–	A
	17	F	S	–		8/20	–	40	SS I	2	New		33	11	44	37	46	54	82	80	26	W

APPENDIX C

1st Sem
73-74

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	app Enrl Date	Fncl Aid	Wrkg in Schl	PROG & SEM	Lent Prog	Adm Stat.	Apt	VR	NA	V+N	AR	CSA	MR	SR	LL	GRAM	CAMP.
	2	m	S	313/615	3	[illegible] 6-17	VA	—	RD 1	2	New		28	27	55	39	37	53	67	67	28	W
	18	m	S	—		app 7-14	—	40	Ag OEP I		New		-	-	-	-	-	-	-	-	-	W
	19	m	S	52/77	3	—	—	40	Art I		ReAd	*	—	—	—	90		47	86	—	—	W
	17	m	S	—		3-20	—	40	Weld	1	New		7	11	18	9	18	18	43	72	11	W
	31	m	S	—		4-4	VA	40	Mkt I	2	New		—	—	—	—	—	-	—	—	-	W
	17	F	S	—		5-11	—	—	(AS) WI	2	New											
	25	m	m	GED		5-12	VA	—	DP I	2	New		40	32	72	42	44	55	49	73	28	W
	46	m	Sep	—		7-23	MDTA	—	AC I	1	New	—	-	-	-	-	-	-		-	—	A
	17	F	S	11/112	1	app. Nov-10	NCII	—	PR 4	2	New		-	-	-	-	-	-	-	-	-	W
	-	m	-	--		-	-	-	Dev	1	—	-	-	-	-	-	—	-	-	-	-	W
	18	m	S	—		3-19	—	—	Auto Mech I	1	New		28	33	61	45	51	55	63	95	35	W
	18	m	S	—		4-3	VA	40	WW I	1	New		38	27	65	41	34	36	57	91	32	W
	23	m	m	GED 51%		app 6-12	Rehab NCTI	40	Ac I	2	New		—	-	—	—	—	—	—	—	—	W
	17	m	S	—		app 1-30	—	20+	Auto I	2	New		45	39	84	46	54	60	81	91	46	W

APPENDIX C

1st Sem 73-74 ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	app Enrl Date	Fncl Aid	Wrkg in Schl	PROG + CAM	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	-	m		-		-	-		MER I	1	-	-	-	-	-	-	-	-	-	-		
	-	F		-		-		40	MET I	2	-	-	-	-	-	-			-	-		
	25	m	m	324/[illegible]	3	4-[illegible]	VA	40	AH 134 II	1			-	-	-	-	-	-	-	-	-	W
1	17	m	S	163/304	3	-	Soc Sec	40	EI I	2	New		35	32	67	40	66	54	56	73	19	W
3	18	m	S	78/426	1	4-27	—	40	EI I	2			38	35	73	43	100	58	42	85	34	W
1	18	m	S	—		4-10	—	—	DM I	2	New		14	23	37	40	52	52	41	68	20	W
	17	m	S	209/275	3	1-6	—	40	DP III	2	New		-	-	-	-	-	-	-	-	-	W
	18	m	S	76/144	3	7-13	[redacted]	40	RKC I	2	New		28	21	49	35	21	44	59	85	36	W
	-	m	-	-		-	-	-	RT I	2	-		-	-	-	-	-	-	-	-	-	~
	19	F	S	122/275 [redacted]	2	4-17	—	—	SSM 3	2	—		-	-	-	-	-			-	-	W
	18	m	S	--		[illegible]	BIA		DRV	1/2	New		9	9	18	32	75	45	29	61	10	
	18	m	S	223/275	2	Ar 18	—	40	MD II	2	[redacted]		31	31	61	43	50	61	47	67	28	W
	22	m	S	—		—	—	40	ATC I	2	New		29	18	47	30	55	44	30	67	30	W
	17	m	S	143/275	3	apr 9	—	40	RD II	2	New		-	-	-	34	-	42	72	-	-	W
1	18	m	S	-		6-22	—	40	DP I	2	—		17	21	38	25	95	45	27	78	26	W
2	19	F	S	GED		8-31	BIA	—	C+1	1	New	-	-	-	-	-	-	-	-	-	-	P

APPENDIX C

1st Sem 73-74

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	upd Enrl Date	Fncl Aid	Wrkg in Schl	Prog + Sem	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CBA	MR	SR	SPELL	GRAM	CAMP.
	23	m	m	144/153	3	2-2	VA	40	E2	2	New	apt	–	–	–	31	–	–	–	–	–	W
	23	m	S	224/263	3	12-17	—	—	PS 1	2	ReAdm		26	11	37	31	57	41	38	46	18	W
	18	F	S	248/363	3	6-20	—	—	CT 1	1	New		–	–	–	–	–	–	–	–	–	W
	29	F	m	—		11-66	—	—	NA 1	8wk	ReAdm		–	–	–	–	–	–	–	–	–	W
	18	m	S	111/27	2	6-5	–	40	EL I	2	New		36	23	59	31	35	55	34	58	32	W
	—	F	–			—	—	—	CT 1	1	—		–	–	–	–	–	–	–	–	–	W
	29	m	m	191/194	4	—	VA	40	Acc 1	2	New		19	17	36	42	49	49	41	82	23	W
	19	F	S	94/220	1	—	–	40	N(PS)	2	New		–	–	–	–	–	–	–	–	–	W
	22	m	S	–		9-7	VA	40	MET 1	2	New		–	–	–	–	–	–	–	–	–	W
	32	m	m			7-1	—	—	MTO 1	1	New		–	–	–	–	–	–	–	–	–	A
	—	F	—	—		—	—	–	Ct 1	1	—		–	–	–	–	–	–	–	–	–	n
	17	m	S	37/73	2	11-28	—	40	DP 1	2	New		31	32	63	39	71	36	43	91	36	W
	19	F	S	247/240	3	5-23	—	40	Ct 1	1	New		27	25	52	41	71	28	32	91	29	W
	23	m	S	81/95	3	11-29	VA	40	Ab 1	2	New		17	28	45	32	64	35	11	80	22	W
	23	m	S	[illegible]/232	3	8-7	VA	40	Ind I	2	ReAdm		—	–	–	–	–	–	–	–	–	W
	17	F	S			10-21	–	40	NU II	2	New		–	–	–	–	–	–	–	–	–	W
	19	m	S	161/230	2	9-21	–	40	Acc I	2	—		26	16	48	44	47	53	74	62	32	W
	—	F	–	—		—	—	—	SSm I	2	–		–	–	–	–	–	–	–	–	–	[illegible]

APPENDIX C

130 Sem
73-74

WD ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Cpt Enrl Date	Fncl Aid	Wrkg in Schl	PROG + Sem	Lent Prog	Adm Stat	Apt	VR	MA	V+M	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	17	m	S	166/534	2	12-4	—	—	PR III	2	New	? Act	-	-	-	44	-	57	-	-	-	W
	19	m	S	209/263	3	—	—	40	Acc I	2	New		33	36	69	30	50	45	35	73	26	W
	22	m	m			~~5-2~~	VA/B.A	40	MTO I	1	New		—	—	—	—	—	—	—	—	—	W
	20	m	S	—		8 20	—	40	PS I	2	[illegible]		-	—	-	-	—	—	-		-	-
	24	m	m	—		—	VA?	40	Ac I	2	Re Adm [illegible]		—	-	-	-	-	—	-	—	—	W
	18	m	S	—		1-24	-	-	MET I	2	New		—	-	—	—	—	-	-	—	-	W
	19	m	S	223/422	3	5-15	-	40	RO I	2	New		30	27	57	41	85	56	51	71	28	W
	-	m	-	-		-.	—	40+	PP I	3	—		—	-	-	—	—	—	—	—	—	W
	22	m	S	—		3-29	—	40	Acc I	2	New		—	-	-	—	—	-	-	-	-	W
	20	F	S	13/13	4	3-29	Rehab	—	CT II	1	New		—	-	-	—	-	-	-	—	—	W
	17	m	S	—		4-7	—	40	merc II	2	New		—	-	—	—	—	—	—	—	-	W
	17	F	S	—		1-23	—	20+	SS I	2	New		39	28	67	43	60	43	46	84	34	W
	20	m	S	148/330	2	10-5	—	40	Weld I	1	New		-	-	-	-	-	-	-	-	-	A
	18	m	S	—		12-15	NET I	40	PS I	2	New		22	22	44	35	60	40	36	52	29	W
	17	m	S	47/119	2	1-13	NET I	-	MTO II	2	New		-	-	-	-	-	-	-	-	—	W
	26	m	S	—		6/18	Rehab MDTA	—	MTO I	2	New		-	—	—	—	-	—	-	-	-	A
	—		—	—		—	—	—	Dev	1/2	—		—	-	-	—	—	-	-	—	—	W

APPENDIX C

1st Sem
73-74

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog + Sem	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	17	m	S	—		2-21	NCFI	40	Dm I	2	—		40	21	61	42	53	53	55	94	46	W
	17	m	S	147/363	3	1-27	NCFI	40	mgR I	1	New		-	-	-	-	-	-	-	-	-	W
	19	F	S	-		8-6	NCFI	40	AC I	1	New		26	15	41	12	50	37	19	87	23	A -
	18	m	S	278/[illegible]	3	3-16	—	40	Wd I	1	New		10	11	27	37	46	53	24	50	14	W
	20	m	S	GED		—	—	40	Dev	½	New		-	-	-	-	-	-	-	-	-	W
	35	F	-	[illegible]	3	-	-	-	Dev	½	—		-	-	-	-	-	-	-	-	-	W
	31	m	S	42/278	2	6-22	Sa. Sc.	40	En II	2	ReAd	At	23	24	-	-		-	-	-	-	W
	17	F	S	166/181	3	—	—	40	Dm I	2	New		23	14	37	33	78	49	23	77	31	W
	35	m	m			7-29	VA	40	MeT II	2	New		40	34	74	43	60	56	44	72	21	W
	—	m	-	-		—	-	44	PA I	3	-		-		-	-	-	-	-	-	-	W
	(see [illegible] 17	m	S	44/213	2	1-12	—	40	RD I	2	New		35	32	67	39	65	53	26	71	28	W
	18	F	S	[illegible]	2	2-2	-	40	SS I	2	New		21	12	33	42	67	30	28	69	23	W
	19	m	S	91/98	4	10-20	—	40	mgR I	1	New		22	12	34	15	55	47	16	70	10	W
	18	m	S	334/361	3	[illegible]-25	-	—	WeI I	1	New		-	-	-	-	-	-	-	-	-	W
	17	m	S	284/384	3	—	—	20+	AmAr I		New		30	10	30	38	49	47	30	79	23	W
	17	F	S			—	—	—	Ni I	2	New		-	-	-	-	-	-	-	-	—	W

APPENDIX C

2nd Sem. 73-74

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fnol Aid	Wrkg in Schl	PROG + Sem	Lent Prog	Adm Stat.	Catchup test Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	18	m	S	306/340	3	8-15	—	—	Acc II	2	New		19	27	46	30	21	48	62	77	24	W
	18	m	S	480/486	3	—	—	—	Dm II	2	Re-Entry	★	13 [illegible]	14 [illegible]	—	34		25	19	—	—	W
	24	F	S			8-20	BIA	—	CT I	1	New		20	17	37	32	46	30	51	87	26	A
	19	F	S	87/266	9	—	—	—	DP II	2	New	★ 5	20	28	—	—	—	—	—	—	—	W
	20	m	S	GED 252		Late	VA	—	Weld I	1	New	—	—	—	—	—	—	—	—	—	—	W
	33	m	S	—		Late	VA	Ye	W I	1	New	—	—	—	—	—	—	—	—	—	—	H
	17	F	S	60/358	1	Feb 5	—	—	NA	1	New	—	—	—	—	—	—	—	—	—	—	W
	37	m	m	—		—	VA	40	PA III	3	Cont	—	—	—	—	—	—	—	—	—	—	W
	19	m	S	110/363	9	late [illegible] 1/10	—	20	E I	2	New	—	—	—	—	—	—	—	—	—	—	W
	24	m	m	—		up 7/1	—	40	As. M II	1	Re-Adm	—	—	—	—	—	—	—	—	—	—	A
	18	F	S	—		—	Soc Sec.	—	PA I	3	New	—	—	—	—	—	—	—	—	—	—	W
	—	m	—	—	—	—	—	NO	PA I	3	Cont	—	—	—	—	—	—	—	—	—	—	W
	20	m	S	58/76	3	—	VA	—	Dev	~~1~~	New	—	19	16	34	40	51	52	70	63	21	W
		F		—	—	—	—	—	NA	1	New	—	—	—	—	—	—	—	—	—	—	W

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog + Sem	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	20	F	S	37/266	2	—	—	40	MET II	2	New	*	17	25	-	-	-	-	-	-		W
	[illegible]	m	N	—		—	—	—	MTO II	2	New		-	-	-	-	-	-	-	-	-	W
	35	F	m	—		—	—	—	Nur V	2	New		—	-	-	-	-	-	-	-	-	W
	21	m	S	—		app 7-31	VA	-	AC II	1	New	-	29	18	47	36	33	51	55	73	26	A
	21	m	S	288/360	3		VA	—	AC II	1	New		20	27	47	35	21	48	67	83	23	A
	34	m	m	GED		app Nov 6	VA	46	Arc 1	2	Chm major		26	21	47	31	22	40	54	87	24	W
	17	m	S	49/100	3	—	—	—	El IV	2	New		—	-	-	-	-	-	-	-	-	W
	19	m	—	384/422	3	—	Soc Sec	20	W II	1	New		10	15	25	26	34	39	49	52	15	W
	17	F	S	38/255	2	App 6-31	[illegible]	—	Nur 1	2	New	*	20	19	—	-	-	-	-	-	-	W
		m							AA II	3												W
		m							AE II	2												W
	32	m	m	—		app 7-27	—	40	AVD Mec II	1	New	—	-	-	-	-	-	-	-	-	-	A
	25	M	M	—		app 12-18	VA+	40	AA III	3	New	-	-	-	-	-	-	-	-	-	-	W
	18	m	S	—		app 8-10	—	—	MTO I	1	New	—	-	-	-	-	-	-	-	-	-	A

2nd.

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG + Sem	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	17	m	S	71/93	3	App 2-1	—	40	Am I	2	New		36	22	58	86	41	39	48	55	23	W
	18	F	S	147/300	3	—	—	40	Nur 1	2	New	—	—	—	—	—	—	—	—	—	—	W
	24	m	m	—		App 5-31	VA	40	RD1	2	New	[illegible]	38	19	49	37	47	46	59	75	26	W W
	30	F	—	—		[illegible]	Rehab	—	[illegible] I	1	New	—	—	—	—	—	—	—	—	—	—	W
	25	F	m	—		App 7-10	—	40	Acc 1	2	New	—	—	—	—	—	—	—	—	—	—	W
	19	m	S	—		7-2	MDTA	—	MTO II	1	New	—	—	—	—	—	—	—	—	—	—	A
	25	m	m	—		Dec. 15	VA	40	PA II	3	New	—	—	—	—	—	—	—	—	—	—	W
	18	m	S	—		App 1-12	Nat'l	40	MKT 1	2	New	—	—	—	—	—	—	—	—	—	—	W
									RD1	2	—											
		m		—		—	—	—	MTD1	2	—	—	—	—	—	—	—	—	—	—	—	W
	18	m	S	—		App 7-17	—	40	Acc 1	2	New		39	25	64	36	25	53	56	96	41	J
	44	m	M	—		App 8-6	VA	Rehab	MTD II	1	New		—	—	—	—	—	—	—	—	—	A
		m.	—	—			—	—	[illegible] I	1	—		—	—	—	—	—	—	—	—	—	W
	43	m	m.				VA	[illegible]	PA V	3	New		—	—	—	—	—	—	—	—	—	W

APPENDIX C

2ND SEM 73-74 ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	APP Enrl Date	Fncl Aid	Wrkg in Schl	PROG + SEM	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	41	F	D.J	–		1-14	–	40	CT I	1	–	–	–	–	–	–	–	–	–	–	–	A
	18	m	S	94/221	2	2-7	–	–	RD II	2	New		44	27	71	42	56	63	60	71	37	W
	–	m	–	–		–	VA	40	PR II	3	–		–	–	–	–	–	–	–	–	–	W
	17	m	S	–		1-15	-	40	PRE	2	New		23	13	36	19	57	51	26	79	32	W
	–	m	S	-		–	–	ELI	2	–	–		–	–	–	–	–	–	–	–	–	W
	18	F	S	291/509	3	–	–	–	DRE	2	New		29	20	49	29	52	91	45	64	35	W
	17	m	S			12-12	MDTA	40	DEV	1/2	New		20	13	23	37	61	56	55	66	24	W
	26	m	S	137/265	3	–	Not App	–	DRE	2	New		31	18	49	–	–	–	–	–	–	W
	~~17~~	m	~~–~~	–		~~–~~	~~–~~	–	MTOC	2	~~New~~		–	–	–	–	–	–	–	–	–	W
	23	F	m	–		10-24	MDTA	–	CT I	1	New		38	18	56	35	47	33	33	80	38	W
	17	m	S	GED		5-10	Title I	–	DRI	2	New		28	28	56	43	52	45	46	71	34	W
		m							MTOR													

APPENDIX C

2ND Se- 73-74 ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	app Enrl Date	Fncl Aid	Wrkg in Schl	PROG + SEM	Lent Prog	Adm Stat.	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	—	F		—		—	—	—	CT I	1	New		—	—	—	—			—	—		A
	17	F	S	77/422	1	app 2-12	—	40	SD II	2	New		18	21	39	35	31	25	69	82	29	W
	—	m		--		—	—	—	PR II	2	New		—		—	—						W
	18	m	S	130/192	3	app 10/9	—	40	ACC I	2	New		-	-	-	-	-	-	-			W
	35	m	S	—		app 3-[illegible]	VA	—	MORE I	1	New		36	21	47	39	40	47	59	49	37	W
	25	m	S	—		12-17	VA		DEV	1	New		21	15	36	34	47	5.1	44	48	28	W
	26	m	m	—		12-4	-	40	DEV	1	New		—	—	—	—	—	—		—	—	W
	28	m	m	—		7-30	MDTA	40	(R) RD	2	New		20	19	39	36	46	51	37	83	29	W
		F				-	~~VA~~	-	NA	-	-		-		—	—					—	W
	19	m	S	—		[illegible]	—	40	RD I	2	New		24	33	62	40	56	51	52	84	25	W
		m						-	EL I	2	New		-	-	-	-	-		-	-	-	W
	18	m	S	—	—	—	—	40?	AM I	1	New		—	—	—	—	—	—	-	—	—	A
	38	F	m	—		12-6	—	40+	NA	1	—	—	—	—	—	—	—	—	—	—	—	W
	—	m	-	-		-		-	MTO II	1	New	-	-	-	—	—	—	-	-	-	-	A

APPENDIX C

2ND SEM
73-74

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	App Enrl Date	Fncl Aid	Wrkg in Schl	PROG + SEM	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	-	F	-	-	-	-	-	-	NA	1	-			-	-	-	-			—	-	W
	17	F	S	—		12-7	—	—	NA I	1	New		—	-	-	—		-	-	-	-	W
	-	m	-			—	-	-	RD I	2	-	-	-	-	-	-	-	—	—	-	-	W
	19	F	S	GED		1-4	NCTI	—	SS I	2	New		35	14	49	39	59	38	35	94	37	W
	25	m	S	—		8-15	VA.	40	MDE I	1	New		—	—	—	—	—	—	—	—	-	W
	-	m	-	-	-	-	-	-	AM I	1						-	—	-	-	-	-	A
	58	F	W	—		12-16	—	—	NA I	1	New		-	—	-	-	-	-	-	-	-	W
	17	F	S	—		Oct 5	Soc Sec	40	MS II	2	New	ACT	14	15	—	—	—	—	—	—	—	W
	17	F	S	68/143	2	1-7	—	40	GBA II	1	New		38	30	68	41	59	44	37	83	41	W
	-	m	-	—		—	—	—	Ag Bus II	2	New		—	—	—	—	-	-	-	-		W
	17	F	S	45/224	1	1-2	—	—	MS II	2	New		23	30	53	32	75	23	32	95	44	W
	20	F	S	5/39	1	1-7	—	40	MET(B)	2	New		—	—	—	—	—	-	-	—	-	W

APPENDIX C

2nd. Sem 73-74 ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG + Sem	Lent Prog	Adm Stat.	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	-	F	–	–	–	–	–	–	CT II	1		-	-	-	-	–	-	-	-	-	–	A
	21	F	—	—		–	—	-	HIP	1	New	-	-	–	-	—	—	-	-	-	–	W
	[illegible]	m	–	49/147	3	–	VA	40	DA II	3	New		–	–	–	–	-	-	–	—	-	W
	18	m	S	304/310	4	12-14	--	—	Am DA II	1	New		24	12	36	18	—	46	15	69	26	W
	29	[illegible]	S	—		8-30	—	—	AC II	1	New		33	24	57	35	64	45	39	99	40	A
	-	F	–	–		–	–	–	CT I	1	–.		-	-	-	–	-	-	-	-	-	W
	17	m	S	272/313	3	—	–	—	FR I	2	New		27	22	49	34	—	48	45	50	12	W
	34	F	m	—		7-3	—	20	AC II	1	New		16	18	34	26	75	32	22	92	30	A
	-	m	-	-		-	-	-	EL I	2			-	-	-	–		-	-	-		W
	35	m	S	111/23	3	11-5	VA	40	MTO III	2	New		–	–	-	-	-	-	-	–	–	W
	–	m	-	–		–	-	—	DP III	2	--		–		-		-	-	-	-	-	W
	19	m	S	-		9-6 ~~12-9~~	–	40	EL II	2	[illegible]	ACT	21	21	-	-	-	-	-	–	–	W
	19	F	S	381/814	2	1-20	Soc Sec	—	NUR I	2	New	ACT	22	22	–	–	-	-	-	–	-	W

APPENDIX C

1st Sem '74-'75

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog + Sem	Lent Prog	Adm Stat.	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	18	F	S	148/310	2	8-7	—	40	Nur I	2	Cont		-	—	—	—	—	—	—	—	—	W
	18	M	S	173/447	2	—	NCTI	WS	Mkt I	2	New		28	14	42	24	54	25	28	91	28	W
	22	M	Sep.	386/844	2	9-4	VA	—	EL II	2	Readmit		38	30	68	44	60	45	54	81	31	W A
	17	M	S	—		9-6	Bureau Indian Affairs	—	Auto Mech I	1	New		—	—	—	—	—	—	—	—	—	W
	21	M	S	—		8-23	—	—	Weld I	1	New		—	—	—	—	—	—	—	—	—	
	18	F	S	—		8-23	—	30	SS I	2	New		—	—	—	—	—	—	—	—	—	W
	24	F	D	559/685	3	8-19	—	—	Weld I	1	New					13	8	40	16	52	22	W
	18	F	S	97/32	2	8-19	[illegible] Grant	—	Acct I	2	New		31	26	57	35	79	38	37	87	34	W
	40	M	D	—		8-19	—	—	AAP I	1	New		27	16	43	26	58	30	16	59	16	W
	18	F	S	25/93	2	8-8	—	—	Nur I	2	New		—	—	—	—	—	—	—	—	—	W
	19	M	S	170/294	3	—	Loans	72	Paint III	2	Cont		41	25	86	41	44	64	59	72	27	W
	27	F	D	459/512	3	—	NCTI	—	Acct I	2	New		24	16	40	44	59	45	47	72	34	W
	21	F	S	—		8-21	—	35	Mer I	1	Trans		—	—	—	—	—	—	—	—	—	W
	18	M	S	—		9-9	BIA	—	Auto Mech I	1	New		—	-	—	—	—	—	—	—	—	A
	24	M	S	—		9-9	BIA	—	Auto Mech I	1	New		--	—	—	—	—	—	—	—	—	A
	19	M	S	76/292	2	8-7	—	—	Ins I	2	Cont		48	34	82	45	83	53	48	98	41	W
	~~38~~	~~M~~	~~M~~			~~—~~	~~VA~~	~~45~~														
	19	F	S	48/360	2	8-19	Rehab	5-6	Acct Cl II	1	Cont		—	—	—	—	—	—	-	—	—	A
	21	M	S	—		—	BIA Ind Schol	—	MTO I	1	New		—	—	—	—	—	—	—	—	—	A

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog + Sem	Lent Prog	Adm Stat.	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	18	m	S	239/489	2	8-6	—	25	RDI (AS)	2	NEW		26	22	48	42	47	54	50	87	31	W
	22	m	m	—		8-8	—	—	Police Science I	2	NEW		44	26	70	44	56	66	51	71	44	W
	20	m	S	—		8-21	—	—	E-4 (AS)	2	CONT		—	-	—	—	—	—	—	—	—	W
	18	m	S	133/138	4	—	S.S.	—	MTO II	2	CONT		31	11	43	38	49	55	32	65	17	W
	19	m	S	—		8-8	—	—	Acct III	2	CONT	~~54~~	34	33	67	41	57	54	53	66	23	W
	20	m	S	—		8-5	—	—	El Serv I	1	TRAN	—	-	—	—	—	—	—	—	—	—	W
	22	m	m	—		—	VET RC. VA W.I.N	40+	Prod Ag II	3	CONT		—	—	—	—	-	-	—	—	—	W
		m		—					Mach Tool I	1			—	—	—	—	—	—	—	—	—	A
	18	F	S	3/114	1	8-7	BEOG in Study Scholarship	—	Acct I	2	NEW		45	38	83	48	60	56	47	100	40	W
	29	m	m	—		—	VA	40+	Prod Ag I	3	CONT		—	—	—	—	—	—	—	—		W
	18	m	S	—		8-5	—	—	Elec I	2	NEW		37	30	67	41	56	45	41	91	35	W
	20	m	S	—		8-19	BIA	—	MTO I	1	NEW		—	—	—	—	—	—	—	—	—	A
	17	F	S	—		8-19	—	—	S.S. I (AS)	2	NEW		14	14	28	28	67	25	27	56	14	W
	28	m	m	—		8-19	—	—	Art I	2	NEW		—	—	—	—	—	—	-	—	—	W
	19	m	S	69/157	2	—	NCT.	36	Pet I ~~[illegible]~~	2	NEW		21	8	29	26	44	53	37	42	23	W
	19	F	m	97/228	2	8-19	—	—	Acct Clk I	1	NEW		—	—	—	—	—	—	—	—	—	W
	23	m	m	—		8-19	—	—	Auto Body I	1	RE-ENT.		—	—	—	—	—	—	—	—	—	A
	22	m	m	285/360	3	8-21	—	—	Auto Tech I	2	NEW		—	—	—	—	—	—	—	—	—	W
	20	m	S	—		8-7	—	—	Elec I	2	CONT		—	—	—	—	—	—	—	—	—	W

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog & Sem	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	~~26~~	~~F~~	~~S~~			~~8-23~~	~~—~~	~~80~~	~~AS (SS)~~	~~2~~	RE-ENT											~~W~~
	20	m	S	—		8-19	—	40	R.D.I	2	RE-ENT		—	—	—	—	—	—	—	—	—	W
	—	m	—	—		—	—	—	MACH TOOL I	1	—		—	—	—	—	—	—	—	—	—	W
5	19	m	S	79/97	3	8-23	REHAB	—	MARK. I	2	NEW		32	28	60	5	60	56	40	64	30	W
	20	m	S	—		9-9	BIA	—	AUTO MECH I	1	NEW		—	—	—	—	—	—	—	—	—	A
	19	F	S	98/34C	2	8-19	INDIAN SCHOLAR	12-15	NURS I	2	CONT		—	—	—	—	—	—	—	—	—	W
	18	F	S	214/234	3	8-6	—	—	DEVEL	1	NEW		18	19	37	27	55	37	19	95	25	W
	18	F	S	217/240	3	9-6	BIA	—	ACCT CLK I	1	TRANS		—	—	—	—	—	—	—	—	—	A
	18	F	S	—		9-6	—	—	ACCT CLK I	1	NEW		—	—	—	—	—	—	—	—	—	A
4	18	F	S	—		8-8	—	—	RAD TECH I	1	NEW		—	—	—	—	—	—	—	—	—	W
	18	F	S	—		8-19	—	—	DATA PROC I	2	NEW		29	10	39	37	46	38	27	92	18	W
	32	m	m	—		8-7	VA	40	DATA PROC II	2	CONT		—	—	—	—	—	—	—	—	—	W A
	21	m	S	—		9-6	—	—	AUTO BODY I	1	NEW		—	—	—	—	—	—	—	—	—	W
	20	m	S	—		8-7	—	16	DATA PROC I	2	CONT		—	—	—	—	—	—	—	—	—	A
6	23	m	S	—		9-6	BIA	—	MTOE	1	RE-ENT		—	—	—	—	—	—	—	—	—	W
7	24	m	S	—		8-7	VA	—	MECH DES I	2	RE-ENT		—	—	—	—	—	—	—	—	—	N
8	21	m	S	=		8-5	—	—	R.D.I	2	RE-ENT		—	—	—	—	—	—	—	—	—	W W
9	18	m	S	—		8-7	—	25	DATA PROC I	2	NEW		32	34	66	47	59	47	36	72	24	
	17	m	S			8-19	—	40	DRAFT MECH I	1	NEW		20	24	44	27	47	38	34	68	16	W

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG + TERM	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	19	m	S	—		8-7	—	—	DATA PROC I	2	RE-ENT		—	—	—	—	—	—	—	—	—	W
	17	m	S	—		8-5	—	—	ELEC SERV I	1	NEW		—	—	—	—	—	—	—	—	—	W
	18	F	S	119/506	1	8-5	—	—	R.D. I	2	TRAN		—	—	—	—	—	—	—	—	—	W
	23	m	S	—		8-7	V.A.	40	ACCT I	2	NEW		—	—	—	—	—	—	—	—	—	W
8	22	m	S	132/160	3	8-8	—	—	NURS I	2	TRAN		—	—	—	—	—	—	—	—	—	W
	28	F	m	—		8-7	—	16	ACCT I	2	CONT		—	—	—	—	—	—	—	—	—	W
9	19	m	S	—		8-5	—	—	R.D. II	2	CONT		—	—	—	—	—	—	—	—	—	W
	27	m	S	—		—	V.A.	70	PROD AG VI	3	CONT		12	16	28	6	—	24	15	37	11	SHAFFD
	26	m	m	—		8-5	V.A	40	ELEC SERV I	1	CONT		—	—	—	—	—	—	—	—	—	W
	24	m	m	—		—	V.A.	60	PROD AG I	3	TRAN		—	—	—	—	—	—	—	—	—	W
	24	m	m	220/655	2	8-13	—	—	ACCT I	2	RE-ENT		—	—	—	—	—	—	—	—	—	W
2	27	m	m	—		—	VA	40T	PROD AG [illegible]	3	CONT		—	—	—	—	—	—	—	—	—	MEOFD
	24	m	S	—		8-19	V.A.	—	MTOR	1	CONT		—	—	—	—	—	—	—	—	—	A
4	44	m	m	—		8-7	V.A.	—	ACCT I	2	CONT		—	—	—	—	—	—	—	—	—	W
5	21	m	S	—		8-5	NCTI SS	—	ELEC II	2	CONT		—	—	—	—	—	—	—	—	—	W
	18	m	S	—		—	—	41	MERCH I	1	RE-ENT		24	18	42	43	54	49	20	58	24	W
	19	m	S	—		—	—	—	R.D. I	2	NEW		—	—	—	—	—	—	—	—	—	W

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog + Sem	Lmt Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	18	m	S	—		—	—	—	Prod Ag I	3	—		—	—	—	—	—	—	—	—	—	W
	18	m	S	305/449	3	8-19	—	—	Draft Mech I	1	New		32	25	57	40	46	50	26	86	20	W
2	18	m	S	63/448	3	8-21	—	—	Mach I	2	New		—	—	—	—	—	—	—	—	—	W
	37	m	m	—		—	VA	40+	Prod Ag II	3	Cont		—	—	—	—	—	—	—	—	—	W
	18	m	S	—		8-5	—	24	Draft Mech I	1	New		—	—	—	—	—	—	—	—	—	W
	19	m	S	—		8-5	—	20	Elec Serv I	1	New		—	—	—	—	—	—	—	—	—	W
	35	m	m	—		—	VA	40+	Prod Ag II	3	Cont		—	—	—	—	—	—	—	—	—	W
	19	F	S	108/422	2	6-3	—	15	Acct II	2	Cont		—	—	—	—	—	—	—	—	—	W
	~~38~~	~~m~~	~~m~~			~~—~~	~~VA~~	~~45~~														
	25	F	Sep	40/257	1	—	—	—	Auto Mech I	1	New		—	—	—	—	—	—	—	—	—	A
1	18	m	S	240/275	3	8-6	S.S	20	Devel	1	New		20	17	37	30	47	51	18	77	25	W
	18	m	S	—		8-5	—	—	R.O I	2	New		—	—	—	—	—	—	—	—	—	W
	20	F	S	—		9-9	BIA	—	Clk Typ I	1	New		—	—	—	—	—	—	—	—	—	A
2	20	m	S	—		9-10	BIA	—	Auto Mech I	1	New		—	—	—	—	—	—	—	—	—	A
3	21	m	m			—	BIA Indian Scholar	—	Auto Body I	1	New		—	—	—	—	—	—	—	—	—	A

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG + SEM	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
8	43	F	m	—		8-8	—	35	NURS I	2	CONT		—	—	—	—	—	—	—	—	—	W
8	22	F	S	—		9-4	—	—	OCCT CLK I	1	NEW		—	—	—	—	—	—	—	—	—	A
1	17	m	S	21/30	3	8-5	NCTI	—	R.D I	2	NEW		41	31	72	38	60	54	47	81	35	W
	19	m	S	81/522	2	—	—	20	RD II	2	CONT		—	—	—	—	—	—	—	—	—	W
2	23	F	SEP	—		—	BIA	—	CLK TYP I	1	NEW		—	—	—	—	—	—	—	—	—	A
19	20	m	S	—		8-21	—	—	MERCH I	1	NEW		—	—	—	—	—	—	—	—	—	W
1	18	F	S	41/68	3	8-6	—	—	SS I	2	CONT		28	25	53	37	70	35	29	89	34	W
	23	m	m	—		9-6	BIA	—	MTOL	1	NEW		—	—	—	—	—	—	—	—	—	A
	18	F	m	—		8-5	—	—	R.DI	2	RE-ENT		—	—	—	—	—	—	—	—	—	W
	18	m	S	279/312	3	8-7	WORK STUDY	—	DETL	1	NEW		27	24	51	41	34	48	63	82	36	W
	53	m	m	—		—	VA	40T	PROD AG	3	CONT		—	—	—	—	—	—	—	—	—	W
19	27	m	m	187/389	3	8-21	—	40	DATA PROC I	2	TRANS		—	—	—	—	—	—	—	—	—	W
9	18	m	S	—		8-19	BIA	—	AUTO BODY I	1	NEW		—	—	—	—	—	—	—	—	—	~~W~~ A
	42	m	m	—		8-19	VA	—	AUTO BODY II	1	CONT		—	—	—	—	—	—	—	—	—	A
	30	m	m	—		8-19	VA	—	AUTO BODY II	1	CONT		—	—	—	—	—	—	—	—	—	A
	19	m	S	81/143	3	8-5	—	30	MDEN II	2	CONT		42	35	78	48	61	57	50	86	33	W
1	18	m	S	—		8-7	—	—	ELEC TECH I		NEW		—	—	—	—	—	—	—	—	—	W

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG + TERM	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	40	M	M	—		—	VA	40 r	PROD AG II	3	CONT		—	—	—	—	—	—	—	—	—	W
	23	M	M	71/96	3	—	VA	40	AUTO II	2	CONT		33	31	64	48	—	54	52	30	80	W
	57	M	M	—		—	VA	40 r	PROD AG III	3	CONT		—	—	—	—	—	—	—	—	—	W
8	22	F	S	66%/[illegible]	3	8-15	—	40	WELD I	1	NEW		20	14	34	41	63	44	38	60	13	W
19	20	F	S	—		—	BIA	—	CLK TYP I	1	CONT		—	—	—	—	—	—	—	—	—	A
	22	M	S	—		9-10	BIA	—	AUTO MECH I	1	RE-ENT		—	—	—	—	—	—	—	—	—	A
	19	F	S	—		8-8	—	—	NUR I	2	TRANS		—	—	—	—	—	—	—	—	—	W
	18	F	S	—		8-6	—	—	S.S I	2	NEW		39	37	76	44	69	39	40	94	41	W
3	19	M	S	34/18[illegible]	1	8-9	—	—	ACCT I	2	NEW		26	23	43	25	55	49	25	64	22	W
	23	M	S	—		9-19	REHAB	—	AUTO I	2	TRAN		—	—	—	—	—	—	—	—	—	W
5	17	M	S	165/35[illegible]	3	8-30	—	—	MTO I	1	NEW		—	—	—	—	—	—	—	—	—	A
6	18	F	S	224/449	2	8-7	—	—	DAM ASST I	2	NEW		34	26	54	45	63	31	45	75	35	W
	18	M	S	—		8-5	—	—	ELEC I	2	NEW		32	24	56	47	42	60	50	79	46	W
	18	M	S	—		8-19	—	—	MTO I	1	NEW		—	—	—	—	—	—	—	—	—	A
13	23	M	S	3/157	1	8-5	—	—	R.D I	2	TRAN		—	—	—	—	—	—	—	—	—	W

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG + SEM	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	29	M	S	—		—	VA	40+	Prod Ag II	3	Cont		—	—	—	—	—	—	—	—	—	Mecro
	29	M	S	—		8-5	VA	—	Elec I	2	Cont		—	—	—	—	—	—	—	—	—	W
	19	M	S	—		8-21	—	—	Ag Auto Parts I	1	New		—	—	—	—	—	—	—	—	—	W
	20	M	S	—		8-21	VA	—	Mark I	2	New		—	—	—	—	—	—	—	—	—	W
	18	F	S	7/69	1	8-6	—	—	S.S Med I	2	New		29	31	60	45	86	43	33	95	41	W
	18	M	S	10/863	3	8-5	—	—	R.D I	2	New		19	21	40	34	62	44	31	55	28	W
	20	M	S	—		8-7	VA SS	—	Acct II	2	Cont		—	—	—	—	—	—	—	—	—	W
	19	M	S			8-19	—	10	Ins I	2	New		36	36	62	47	65	47	40	74	28	W
	19	M	S	—		—	—	—	Weld I	1	New		27	20	47	40	51	44	30	66	17	W
	23	M	M	—		8-5	—	15	Elec Tech I	2	New		—	—	—	—	—	—	—	—	—	W

APPENDIX C

2- , 88m
14-75

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog + Sem	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	29	m	m	205/[illegible]	3	1-7	Grant + VA	20	MTO II	2	Cont		26	21	47	43	64	64	53	62	19	W
	22	m	s	—		1-24	—	—	Mech I	1	Cont		—	—	—	—	—	—	—	—	—	W
	~~19~~	~~m~~	~~m~~																			
	20	m	s	—		1-6	VA	—	Wld I	1	Cont		20	11	31	32	53	44	45	93	21	W
	25	m	s			1-6	[illegible] Mata Grant	—	RD I	2	Cont		33	30	63	42	56	60	48	59	33	W
	22	F	S	53/96	3	1-7	—	32	SS II	2	Cont		29	17	46	31	75	32	30	84	34	W
	19	m	s	—		1-13	Grant	—	RD III	2	Cont		21	21	42	46	62	46	42	91	26	W
	22	m	s	—		1-20	—	—	MTO I	2	New		—	—	—	—	—	—	—	—	—	W
	20	F	S	118/340	2	1-7	—	9	CT II	[illegible]	Cont		—	—	—	—	—	—	—	—	—	W
	19	F	S	6/295	4	1-13	—	—	Wr II	2	Cont		—	—	—	—	—	—	—	—	—	W
	22	F	m	—		2-12	—	—	CT I	1	New		—	—	—	—	—	—	—	—	—	W
	21	F	S	—		1-13	—	—	MD I	2	Transfr		—	—	—	—	—	—	—	—	—	W
		m		223/662	2				Auto Mech I	1			—	—	—	—	—	—	—	—	→	A
	24	m	S	[illegible]	3	1-7	—	—	DP II	2	Cont		37	35	92	35	58	37	25	99	34	W
	39	m	m	—		—	VA	—	AA VII	3	Cont		—	—	—	—	—	—	—	—	—	W
	21	m	S	344/1020	3	1-14	VA	—	Ac I	2	RW		—	—	—	—	—	—	—	—	—	W

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG + SEM	Lent Prog	Adm Stat.	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	19	m	S	—		1-7	SecSec	—	DP I	2	cont		—	—	—	—	—	—	—	—	—	W
	19	m	S	—		1-6	—	—	Aut. I	2	New		—	—	—	—	—	—	—	—	—	W
	28	m	m	—		1-7	MDTA	—	PS II	2	cont		—	—	—	—	—	—	—	—	—	W
	18	F	S	—		1-16	—	40	CT	1	New		—	—	—	—	—	—	—	—	—	W
	31	m	m	—		1-28	MDTA	—	MTD [illegible]	1	cont		—	—	—	—	—	—	—	—	—	W
	18	F	S	—			—	20	PS II	2	cont		13	20	33	36	45	48	56	62	19	W
	18	m	S	—		1-14	—	35	RD I	2	cont		41	39	80	48	60	58	53	91	36	W
	19	m	S	~~305/404~~	3	1-7	—	—	DP II	2	cont		32	24	61	44	59	56	47	60	34	W
	27	F	m	[illegible]		1-6	Rehab	—	CT I	1	cont		15	11	26	14	14	30	50	73	24	W
	32	m	m	35/37	4	1-6	AKTI VA	—	AC IV	2	cont		42	29	72	32	75	52	45	81	25	W
	35	m	m	—		—	—	—	PA VI	3	cont		—	—	—	—	—	—	—	—	—	W
	20	m	S	263/312	3	1-30	—	—	PS III	2	cont		34	17	51	42	62	32	53	58	28	W
	47	m	m	—		2-5	VA	—	MTD II	1	cont		—	—	—	—	—	—	—	—	—	7
	19	F	S	—		1-27	—	—	PS (PS)	2	Transfer		—	—	—	—	—	—	—	—	—	W

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG & Sem	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	39	m	m	—		1-6	MDTA VA	—	MU II	2	Cont		—	—	—	—	—	—	—	—	—	W
	21	F	Dv	—		1-6	—	—	Acc III	2	Re Enty		—	—	—	—	—	—	—	—	—	W
	18	m	S	117/479	2	1-6	—	—	RD I	2	New		30	31	61	41	60	49	45	69	26	W
	27	F	D	—		1-15	WIN	—	AC II	1	cont		—	—	—	—	—	—	—	—	—	P
	18	m	S	75/94	3	1-17	—	—	E I	2	Cont		26	27	53	6	72	58	48	67	24	W
	31	m	m	—		1-7	VA	45	Wdd I	1	New		21	20	41	45	50	57	52	66	19	W
	38	m	m	—		—	VA	—	PA III	3	cont		—	—	—	—	—	—	—	—	—	W
	34	m	m	—		1-6	—	—	Im I	2	Trans		—	—	—	—	—	—	—	—	—	W
	34	m	m	—		—	VA	40+	PA I	3	cont		—	—	—	—	—	—	—	—	—	W
	24	F [redacted]	m	[redacted]		1-28	—	—	CT I	1	New		14	9	21	9	19	18	13	94	27	P
	18	m	S	429/489	3	—	Rehab	—	Pnt I	2	Cont		17	11	18	16	16	40	38	61	22	W
	20	F	S	69/363	1	1-7	Loans Soc Sec	—	SS II	2	Cont		—	—	—	—	—	—	—	—	—	W
	18	F	S	—		2-12	G.A	—	CT I	1	New		11	11	22	31	53	42	26	67	26	P
	20	m	S	—		1-6	—	25	MET II	2	cont		32	20	52	43	50	53	51	90	36	W
	19	m	S	—		1-7	[redacted]	30	MET I	2	cont		22	[illegible]	40	33	42	41	31	64	15	W
	27	m	m	—		1-17	—	—	Dev I	1	New		—	—	—	—	—	—	—	—	—	W

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG + sem	Lent Prog	Adm Stat.	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	18	F	S	—		1-7	CETA	—	CT II	1	Cont		—	—	—	—	—	—	—	—	—	W
	27	m	S	—		1-6	VA	—	ACC II	2	Cont		39	30	69	32	67	59	50	97	36	W
	24	m	S	—		2-12	BIA	—	AC I	1	New		—	—	—	—	—	—	—	—	—	A
	20	F	S	6/96	1	1-13	Grant CETA	—	(AS) ORN	1	Cont		—	—	—	—	—	—	—	—	—	W
	19	m	S	—		1-7	—	—	Bul Tch II	2	Cont		—	—	—	—	—	—	—	—	—	W
	24	m	S	[illegible]/770	3	1-6	—	20	Mkt I	2	ReEty		—	—	—	—	—	—	—	—	—	W
	23	m	Div	—		1-15	Rehab	—	Mkt I	2	ReEty		—	—	—	—	—	—	—	—	—	W
	23	m	S	49/450	1	1-8	MDTA	—	Print II	2	Cont		—	—	—	—	—	—	—	—	—	W
	33	m	m	64/85	3	1-6	—	—	Mkt I	2	New		27	26	53	41	44	57	46	63	26	W
	[illegible]	F	S	—		1-13	—	—	CT I	1	New		—	—	—	—	—	—	—	—	—	A
	19	M	S	157/517	2	1-7	MDTA	—	RD III	2	Cont		25	22	47	37	62	45	41	60	24	W
	23	F	S	—		1-13	NCTI	—	Nur V	2	Cont		—	—	—	—	—	—	—	—	—	W
	24	m	S	277/512	3	1-14	VA	—	PC II	1	Cont		—	—	—	—	—	—	—	—	—	A
	34	m	m	—		—	—	—	AC 1	1	Re enty		—	—	—	—	—	—	—	—	—	A

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fnol Aid	Wrkg in Schl	PROG + SEM	Lent Prog	Adm Stat.	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	25	m	DJ	—		2-5	VA	—	AC II	1	cont		—	—	—	—	—	—	—	—	—	A
	21	F	S	276/418	3	1-7	—	24	SS(PS)	2	cont		—	—	—	—	—	—	—	—	—	W
	18	F	S	69/114	3	1-15	—	—	CT I	1	New		23	16	39	44	60	35	40	67	31	W
	26	m	m	—		1-15	VA	—	MkT 2	2	cont		—	—	—	—	—	—	—	—	—	W
9	18	F	S	129/444	2	1-13	—	30	(PS) NUR	2	cont		—	—	—	—	—	—	—	—	—	W
	22	m	S	—		1-6	VA	—	E II	2	Cont		—	—	—	—	—	—	—	—	—	W
	20	m	S	—		2-12	B.A	—	MTO I	1	new		—	—	—	—	—	—	—	—	—	G
	33	F	[illegible]	—		2-12	BIA	—	CT I	1	Re Enty		—	—	—	—	—	—	—	—	—	A
		m		—			VA	40	PA X	3			—	—	—	—	—	—	—	—	—	W
	18	m	[illegible]	—		1-15	—	—	Acc I	2	new		—	—	—	—	—	—	—	—	—	W
	18	m	S	—		1-13	—	—	RD II	2	cont		26	25	61	41	60	57	51	80	36	W
1	24	m	S	162/235	3	1-15	—	—	Mer I	1	New		16	23	37	19	44	31	17	62	13	W
	20	F	S	317/422	3	1-13	—	—	CT I	1	new		40	21	61	44	56	36	24	95	43	
5	33	m	m	—		1-6	—	40	MkT I	2	New		21	23	44	28	58	45	18	87	31	W
121 1	20	F	S	289/304	3	1-7	MDTA	—	CT I	1	Cont		11	12	23	35	59	38	30	69	24	W

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog + Sem	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
3	21	m	m	78/147	3	1-6	—	40	A4 Auto Pts I	1	New		35	28	63	44	54	51	36	85	42	w
	18	F	S	160/330	3	1-7	—	—	SS II	2	Con		22	26	48	42	73	38	30	83	31	w
2	21	F	S	—		1-6	—	—	CT I	1	New		—	—	—	—	—	—	—	—	—	w
	38	m	m	18/32	3	—	VA	40	PA II	3	Cont		—	—	—	—	—	—	—	—	—	w
	24	F	S	—		1-7	—	—	(mer) Mdse I	1	cont		—	—	—	—	—	—	—	—	—	w
		m		—			—	40	PA I	3			—	—	—	—	—	—	—	—	—	w
4	27	F	m	306/444	3	1-15	—	—	CT 1	1	New		32	25	57	40	46	50	25	86	20	w
5	18	m	S	32/64	3	1-6	—	—	DP 1	2	New		30	20	50	40	47	55	50	47	16	
	20	m	m	230/543	2	1-7	NCT1	—	RD II	2	Cont		33	26	59	41	73	57	50	77	24	w
	[illegible]																					w
	21	m	S	—		1-13	NCT1	—	Mkt I	2	New		—	—	—	—	—	—	—	—	—	w
	18	m	S	167/330	4	1-6	Soc Sec Soc Sec	—	(Acj) PS I	2	Con		8	12	20	7	37	36	23	49	8	w
		m		—			—	40	Mkt I	2			—	—	—	—	—	—	—	—	—	w
	18	m	S	354/444	3	1-16	—	—	Mkt I	2	New		30	18	48	45	64	59	45	61	24	w
	37	m	S	—		1-31	BIA	—	PC I	1	Transfer		—	—	—	—	—	—	—	—	—	VA
	41	m	m	12/81	1	—	VA	40	PR III	3	Cont		—	—	—	—	—	—	—	—	—	w

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog + Sem	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
	23	F	Div	32/60	3	1-6	—	20	Nur II	2	Transfer		—	—	—	—	—	—	—	—	—	w
	18	F	m	—		1-7	—	—	Acc II	2	New		—	—	—	—	—	—	—	—	—	w
	18	m	S	—		—	—	—	mTO II	2	Cont		—	—	—	—	—	—	—	—	—	w
	19	m	S	—		1-7	—	5	(m) mD I	2	Cont		—	—	—	—	—	—	—	—	—	w
	23	m	S	—		1-13	BIA	—	WW II	1	Cont		—	—	—	—	—	—	—	—	—	w
	22	m	S	239/256	3	1-7	VA	—	Mer II	1	Cont	—	—	—	—	—	—	—	—	—	—	w

APPENDIX C

1st sem
75-76

Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog Sem	Lent Prog	Adm Stud	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
23	m	m	41/234	3	Aug 4	VA	20+	E II	2	Cont.		34	26	60	35	49	43	31	89	30	w
19	F	S	—		Aug 7	—	—	ORA I	1	Trans		—	—	—	—	—	—	—	—	—	w
Deceased			—			—	—					—	—	—	—	—	—	—	—	—	
23	m	m	—		Aug 6	--	40	MD II	2	Cont	—	—	—	—	—	—	—	—	—	—	w
21	m	S	24/[illegible]	3	Aug 5	Rehab [illegible]	—	OM I	2	Trans.		—	—	—	—	—	—	—	—	—	w
21	m	S	—		Aug 4	Rehab	—	(LP) AUTO (PS)	2	Cont		—	—	—	—	—	—	—	--	—	w
26	F	S	—		Aug 18	CETA	—	CT II	1	Cont		20	17	37	32	51	30	46	87	26	H
17	F	S	—		Aug 15	CETA	—	CT II	1	Cont		25	16	41	36	54	36	44	74	33	n
22	F	m	—		Aug 7	—	—	NUR I	2	Cont		—	—	—	—	—	—	—	—	—	w
26	m	S	—		Aug 7	VA	—	MET II	2	Cont.		14	3	17	29	49	43	45	10	19	w
18	m	S	—		Aug 15	—	—	(PS) RD	2	New		—	—	—	—	—	—	—	—	—	w
18	m	S	44/84	3	Aug 8	—	—	MIT I	2	New		32	32	64	44	59	51	44	83	29	w

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Elec ~~Enrl~~ Date	Fncl Aid	Wrkg in Schl	Prog. Sem ~~Basic~~ ~~V.A.~~ Bene	Lent Prog	Adm Stat ~~Schs Rlqd~~	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP
	36	m	D	31/75	2	Aug 16	Amb. VA	—	MET I	2	Cont	—	—	—	—	—	—	—	—	—	—	w
	32	m	m	—		—	VA	40	PA III	3	Cont	—	—	—	—	—	—	—	—	—	—	w
13	38	F	m	46/344	1	Aug 7	—	—	N 1	2	Trans	—	—	—	—	—	—	—	—	—	—	w
1	[illegible]	m	m	42/76	3	Aug 15	—	—	E III	2	Trans		44	36	80	39	60	62	43	76	42	~
	~~36~~	~~F~~	~~m~~					40														
[illegible]	18	m	S	47/[illegible]	2	[illegible]	—	—	E I	2	New		42	23	65	47	60	64	53	[illegible]	37	w
	18	F	S	104/325	2	[illegible]	—	20	SC I	2	New		39	29	68	41	75	41	32	56	28	w
6	43	F	m	—		Aug 7	—	—	N III	2	Cont		—	—	—	—	—	—	—	—	—	w
	[illegible]	m	S	104/333	2	Aug 6	—	25	Ac. I	2	New		46	31	77	42	56	61	42	72	41	w
	18	F	S	—		Aug 7	—	14	N I	2	New		—	—	—	—	—	—	—	—	—	-
10	17	[illegible]	[illegible]	—		Aug 6	—	—	DP I	2	New		38	32	70	36	68	31	18	95	34	w
11	[illegible]	m	m	—		Sep 4	VA	16	MT II	1	Cont		—	—	—	—	—	—	—	—	—	A
12	20	m	S	34/17	5	Aug 7	—	—	BuT I	1	New		39	32	71	47	70	59	56	74	25	w
3	17	m	S	112/320	1	8-4	—	—	E I	2	New		42	38	80	46	35	24	16	54	13	w
4	25	m	D	348/3[illegible]	3	—	VA	—	AC II	1	Cont		—	—	—	—	—	—	—	—	—	A
5	21	m	S	320/[illegible]	3	8-15	—	—	Ac I	2	New		—	—	—	—	—	—	—	—	—	w
16	26	m	m	59/94	3	8-4	—	—	MD II	2	Cont		—	—	—	—	—	—	—	—	—	w

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Program Semester ~~V.A. Base~~	Lent Prog	Adm Stat ~~Ethc Bkgd~~	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP
	18	m	S	—		8-14	—	—	MD (AS)	2	New	—	—	—	—	—	—	—	—	—	—	w
	24	m	m	—		8-30	VA	—	Elec. I	1	Cont	—	—	—	—	—	—	—	—	—	—	w
	33	m	m	—		8-7	VA	40	Arc I	2	Cont	—	—	—	—	—	—	—	—	—	—	w
	27	F	S	—		8-5	VA	29	CT II	1	Cont		15	12	27	34	45	29	20	68	25	w
	24	m	m	[illegible]	4	8-22	VA	—	Auto Mech I	1	Cont		—	—	—	—	—	—	—	—	—	A
	21	m	m	—		8-15	Rehab	46	Mach I	2	Cont		35	29	67	42	51	55	46	40	27	w
	[illegible]	[illegible]	S	—		8-17	—	18	Bus Tech I	1	New		48	40	88	46	80	57	55	73	47	w
	24	m	m	—		—	VA	40+	Pre AG I	3	Cont		—	—	—	—	—	—	—	—	—	w
	[illegible]	m	S	—		8-15	—	—	Inter... I	1	Cont		—	—	—	—	—	—	—	—	—	w
	20	m	S	167/310	3	8-8	—	30	[illegible] I	2	Cont		—	—	—	—	—	—	—	—	—	
	24	m	m	142/313	3	8-15	—	40	[illegible] II	2	Cont		38	22	40	34	47	51	43	75	32	w
	30	m	S	—		8-15	—	25	Acc I	2	New		43	30	73	39	63	55	47	98	37	
1	18	m	S	277/30	2	[illegible]	—	16	2D	2	New		28	35	63	43	59	50	44	76	27	w
	17	F	S	—		8-7	—	15	Bus Tech I	1	New		—	—	—	—	—	—	—	—	—	
	24	F	m	—		8-12	CETA	—	Ac I	1	New		—	—	—	—	—	—	—	—	—	
2	19	F	S	146/222	3	9-30	—	20	Med Sec II	2	Cont		31	23	54	38	89	48	32	95	34	w
3	25	F	S	217/272	3	8-7	—	—	Data I	1	New		22	16	38	19	59	37	31	72	33	w

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Program + Schedule	Lrnt Prog	Adm Status	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP
[illegible]	23	F	S	—		8-19	—	—	Inter Tech I	1	New		—	—	—	—	—	—	—	—	—	u
[illegible]	18	m	S	292/337	3	8-5	—	20	(RS) 2 I	2	New		—	—	—	—	—	—	—	—	—	u
10	20	m	[illegible]	225/177	3	8-6	—	40	DP I	2	Re-ent.		—	—	—	—	—	—	—	—	—	u
9	19	m	m	—		8-15	—	40	Ins I	2	Cont		—	—	—	—	—	—	—	—	—	u
[illegible]	18	m	S	—		8 -	Rehab	—	(AP) Weld I	1	New		—	—	—	—	—	—	—	—	—	u
[illegible]	18	F	S	—		8-15	—	—	Sec I	1	New		—	—	—	—	—	—	—	—	—	u
[illegible]	[illegible]	[illegible]	[illegible]	143/192	3	8-[illegible]	BIA	—	[illegible] I	2	New		34	27	63	34	61	45	30	89	38	u
0	18	m	S	[illegible]	2	8-9	—	—	[illegible] I	2	New		38	34	72	34	41	50	28	77	37	u
12	24	F	m	—		9-1	[illegible]	—	CT I	1	Re-entry		—	—	—	—	—	—	—	—	—	r
10	23	m	S	—		8-15	—	16	PS [illegible]	2	Cont		—	—	—	—	—	—	—	—	—	u
14	27	m	[illegible]	—		8-5	VA	—	Acc [illegible]	2	Cont		—	—	—	—	—	—	—	—	—	u
5	[illegible]	F	S	—		8-7	—	—	[illegible] I	2	New		—	—	—	—	—	—	—	—	—	u
186	18	m	S	—		8-6	—	—	[illegible] I	2	New		22	26	48	38	79	49	21	73	34	u
107	18	m	S	57/155	2	8-5	—	15	[illegible] I	2	New		19	33	62	45	67	57	54	49	24	u
[illegible]	23	m	S	72/247	2	8-7	—	24	[illegible]	2	Cont		—	—	—	—	—	—	—	—	—	u
[illegible]	19	F	S	14/79	1	8-6	—	—	Acc II	2	Cont		42	25	67	34	64	25	13	96	44	u

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Program Sem VrA. Bene	Lant Prog	Adm Stat. Behc Bkgd	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP
10	35	m	m	—		—	VA	—	Pro Ag I	3	New	—	—	—	—	—	—	—	—	—	—	w
11	18	F	S	—		8-20	Sc Sec	—	(PS) Mkting	2	Cont	—	—	—	—	—	—	—	—	—	—	w
7	18	m	S	—		8-8	—	—	Ag Mch I	2	New		38	38	76	45	59	64	53	77	31	w
3	21	m	m	34/.5	2	8-6	—	—	Mark II	2	Cont		25	18	43	34	61	38	34	69	29	w
4	18	m	S	—		8-1	Rehab	—	Acc I	2	New		—	—	—	—	—	—	—	—	—	w
15	[illegible]	F	[illegible]	—		[illegible]	[illegible]	—	Acc I	1	New		—	—	—	—	—	—	—	—	—	n
16		F	m	—					Acc I	2			—	—	—	—	—	—	—	—	—	w
11	19	m	S	94/164	3	[illegible]	NCTI	17	Mark II	2	Cont		—	—	—	—	—	—	—	—	—	w
4	18	m	S	51/94	3	8-6	—	28	DP I	2	New		43	35	78	49	41	62	56	63	38	w
9	[illegible]	m	[illegible]	37/124	3	[illegible]	VA	40	Mark II	2	Cont		26	20	46	18	63	45	47	73	43	w
	[illegible]	m		65/111	3	8-6	—	20	DP II	2	Cont		—	—	—	—	—	—	—	—	—	w
	19	m	S	135/224	2	8-7	Rehab Soc Sec	—	Dm I	2	ReenTry		—	—	—	—	—	—	—	—	—	w
	27	m	m	—		8-18	VA	16	PS I	2	Cont		22	17	39	34	49	52	39	62	30	w
13	19	m	S	56/166	3	8-8	—	—	Auto I	2	New		31	23	54	35	53	53	31	83	26	w
14	19	m	S	107/123	2	8-18	—	—	Mark I	2	New		29	20	49	41	52	41	33	46	23	w
35	18	m	S	—		8-6	—	—	Ins I	2	New		43	35	78	43	53	60	38	81	40	w
	22	F	m			8-5	VA	—	Sec Sci III	2	Cont		31	13	44	35	68	35	38	83	33	

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG + SEM	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
9	17	m	S	217/402	3	8-8	—	—	Port I	2	New		30	26	56	36	40	60	36	77	30	W
5	18	m	S	240/331	3	8-8	—	—	MM I	20	New		27	27	54	36	77	58	27	59	28	W
17	43	m	m	—		8-18	Rehab	—	Ac I	10	New		—	—	—	—	—	—	—	—	—	A
10	23	m	m	—		8-18	Con Rehab	—	Mach Tool II	20	Con		21	27	48	28	56	50	41	36	14	A
5	18	m	S	130/158	3	8-9	Soc Sec	—	Nat I	200	New		23	13	41	33	51	48	24	75	33	W
8	24	m	S	89/225	2	8-4	[illegible]	—	MD I	20	Trans		—	—	—	—	—	—	—	—	—	W
1	36	m	m	—		8-15	—	40	(DS) Ins I	2	Transfer		—	—	—	—	—	—	—	—	—	W
17	21	F	S	573/441	3	—	—	—	Law Enf	1	New		—	—	—	—	—	—	—	—	—	W
2	19	m	S	—		8-7	—	—	Prod Tech II	2	Re Entry		—	—	—	—	—	—	—	—	—	W
6	19	F	S	—		8-15	—	—	Mrs I	2	Transfer		—	—	—	—	—	—	—	—	—	W
	21	m		—		8-4	—	—	RD I	2	New		34	29	63	41	50	61	36	85	37	W
3	22	m	S	—		8-4	—	—	E III	2	Re Ent		—	—	—	—	—	—	—	—	—	W
139	37	m	m	90/159	2	8-4	VA		E I	2	Transfer		31	19	50	38	60	38	18	92	33	W
3	17	m	m	—		8-19	—	—	Auto Mech I	1	New		—	—	—	—	—	—	—	—	—	
2	21	m	S	24/46	3	8-18	NCTI	—	Auto Mech II	1	Cont		—	—	—	—	—	—	—	—	—	W
10	18	F	S	—		8-6	—	—	Acc. I	2	New		—	—	—	—	—	—	—	—	—	W

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG & SEM	Lent Prog	Adm Stat	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
#2	18	m	S	—			Rehab [illegible]	—	Auto Mech I	1	New		—	—	—	—	—	—	—	—	—	W
A 2 B	18	F	S	—			Soc Sec	20	Ins I	2	Re Enty		—	—	—	—	—	—	—	—	—	W
3	21	m	S	—			CETA	—	ATO I	2	New		—	—	—	—	—	—	—	—	—	A
	19	m	S	164/308	2		—	—	ATO I	2	New		—	—	—	—	—	—	—	—	—	A
#1 2	19	m	S	19/16	1		[illegible]	20	E I	2	Trans		—	—	—	—	—	—	—	—	—	W
6	24	m	S	--			—	—	MD I	2	Re Entry		—	—	—	—	—	—	—	—	—	W
K 1	18	m	S	—			Soc Sec	35	[illegible] Elec [illegible]	1	Cont		—	—	—	—	—	—	—	—	—	W
8	18	[illegible]	S	—			—	—	Nur I	2	New		—	—	—	—	—	—	—	—	—	W
	36	m	m	—			VA	40	Aut II	2	Cont		—	—	—	—	—	—	—	—	—	W
3 1	17	m	S	94/357	2		—	—	Rad T (M)	2	New		—	—	—	—	—	—	—	—	—	W
1	18	m	S	—			—	—	E I	2	New		47	38	85	42	65	56	44	98	51	W
2	20	F	S	—			Rehab	—	(wp) CT I	1	New		—	—	—	—	—	—	—	—	—	W
1	18	F	[illegible]	—			—	—	Ins I	2	New		27	31	58	41	63	47	43	66	33	W
12	47	m	m	—			VA	—	Nur III	2	Cont		—	—	—	—	—	—	—	—	—	W
9 2	18	m	S	304/357	3		—	—	MT I	2	New		13	23	36	38	51	49	33	71	23	W
4	18	m	S	—			—	—	[illegible] I	1	New		—	—	—	—	—	—	—	—	—	W
	18	m	S	91/129	3		—	—	OM I	2	New		—	—	—	—	—	—	—	—	—	W

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	PROG + SEM	Lent Prog	Adm Stat.	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
[redacted]	35	F	wid	—		8-5	Reimb	—	CT II	1	Cont		—	—	—	—	—	—	—	—	—	ω
[redacted]	26	m	S	—		8-7	Soc Sec. Rehab	20	H.P II	—	cont		—	—	—	—	—	—	—	—	—	ω
[redacted]	18	m	S	74/122	3	8-8	-	20	mT I	2	New		33	31	64	35	64	51	22	77	26	ω
[redacted]	18	F	S	—		8-5	—	—	mod Sec I	2	New		31 ~~[illegible]~~	29 ~~[illegible]~~	60 ~~42~~	43 ~~[illegible]~~	86 ~~50~~	53 ~~[illegible]~~	40 ~~[illegible]~~	90 ~~[illegible]~~	41 ~~[illegible]~~	ω
[redacted]	26	F	m	—		8-7	—	—	WE I	2	Cont		25	7	42	21	5[illegible]	41	23	77	27	ω
[redacted]	23	m	m	—		8-5	—	—	Dev.	—	New		29 ~~11~~	22 ~~11~~	51 ~~20~~	25 ~~23~~	73 ~~30~~	37 ~~21~~	12 ~~18~~	85 ~~70~~	24 ~~80~~	ω
[redacted]	21	m	m	74/142 ~~[illegible]~~	3	8-8	R.P	—	MKTG IV	2	Cont		11	11	20	23	38	21	18	70	50	ω
[redacted]	14	m	S	22/141	2-	8-6	—	15	MKT III	2	cont		—	—	—	—	—	—	—	—	—	ω
[redacted]	18	m	S	—		8-8	—	—	MTO I	2	New		30	15	45	34	42	52	33	86	34	ω
[redacted]	26	m	S	238/316	3	8-8	—	40	mT I	2	New		36	28	64	35	55	41	54	89	37	ω
[redacted]	18	m	S	107/142	3	8-9	—	30	RO I	2	New		25	28	50	33	53	32	17	87	34	ω
[redacted]	18	F	S	256/[illegible]	3	8-6	—	—	Mech I	1	New		26	29	55	33	3	58	38	62	30	ω
[redacted]	19	m	S	227/437	3	8-8	—	25	Auto I	2	New		20	31	51	44	84	46	34	73	30	ω
[redacted]	17	F	S	—		8-8	—	—	Print I	2	New		16	24	40	27	—	38	33	81	32	ω
	28	m	S	340/340	3	8-6	—	—	Ac III	2	cont											ω
[redacted]	36	F	m	—		8-18	CETA	—	CT I	1	New		—	—	—	—	—	—	—	—	—	ω
[redacted]	31	F	m	—		—	—	—	Para med.	—	New		—	—	—	—	—	—	—	—	—	ω

APPENDIX C

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	Prog & Sem	Lent Prog	Adm Stat.	Apt	VR	NA	[illegible]	AR	CSA	MR	SR	SPELL	GRAM	CAMP.
[illegible]	34	m	m	—		—	VA	40	PA VI	3	cont		—	—	—	—	—	—	—	—	—	✓
[illegible]	24	m	s	—		8-14	—	30	E II	2	Re Entr		—	—	—	—	—	—	—	—	—	✓
[illegible]	18	m	m	—		8-22	—	—	PS I	2	Uns		28	25	53	35	61	46	38	68	27	✓
[illegible]	24	m	s	17/31	3	8-13	—	—	ED I	2	Trans		—	—	—	—	—	—	—	—	—	✓
[illegible]	19	m	s	70/[illegible]	[illegible]	8-7	—	—	MTT 4	2	cont		24	12	36	38	56	50	36	65	16	✓
[illegible]	19	f	m	19/165		8-15	[illegible]	—	AC II	2	Cont		—	—	—	—	—	—	—	—	—	✓
[illegible]	25	m	m	—		8-4	—	40	Es I	1	Reentry		—	—	—	—	—	—	—	—	—	✓
[illegible]	21	m	s	—		8-7	VA	—	MET I	2	cont		—	—	—	—	—	—	—	—	—	✓
[illegible]	26	f	m	21/3[illegible]	3	—	—	—	AC I	1	New		—	—	—	—	—	—	—	—	—	✓
[illegible]	20	m	s	—		8-19	—	50	MD I	2	Cont		—	—	—	—	—	—	—	—	—	✓
[illegible]	23	m	s	—		8-18	—	—	DM I	2	Reentry		—	—	—	—	—	—	—	—	—	✓
587	[illegible]	m	s	24/[illegible]	3	8-8	—	—	MD I	2	Nr		33	30	63	43	56	55	47	62	23	✓
[illegible]	19	m	s	—		8-11	—	—	AT II	2	cont		—	—	—	—	—	—	—	—	—	✓

APPENDIX D

APPENDIX D

North Central Technical Institute
Student Services—Registrar's Office

STUDENT EXIT INTERVIEW FORM (FORMAL WITHDRAWAL)
(For all day and eve school credit students)

Name (please print) ______ (First) ______ (M.I.) ______ (Last) ______ (Social Security No.)

Address ______ (Number and Street) ______ (Community) ______ (State) ______ (ZIP

__Day __Full-time
__Eve __Part-time

MAJOR ______ SEM. IN MAJOR ______
Check one: __Assoc. Deg. __Developmental __ ______
__Diploma __H.S. Credit __ Apprentice

__Wausau
__ ____

Agencies of Aid: __Job Service(__CETA __WIN) __VA __Rehab __Social Security __VA(Rehab)
(Copy to) __NCTI Fin. Aids __Social Services __BIA __(Other) ______
Agency address: No. & St. ______ City ______ State ______ ZIP ______

Refunds: __Tuition __Course Supply Fees; attach receipts to "Request For Refund" form.

An exit interview was conducted by me on __/__/__. A. The student's expressed REASON(S) for withdrawing from school was(were): ______

B. His(her) PLANS after leaving school: ______

Signature of counselor* ______ (Pick up day student's "ID Card")

STUDENT DIRECTIONS: Obtain the clearance signatures from staff members listed below. All signatures are required and completed form returned to Student Services Office within one week of interview, to be eligible for refunds of tuition and any other fees. Students not following this procedure may not be eligible for enrollment this next semester. Those planning to re-enroll later must submit an "Application For Re-Admission."

1. Financial aids (day students only) ______ Date __/__/__
2. Advisor's approval signature ______ Date __/__/__
3. Librarian—return of books & materials ______ Date __/__/__
4. Information Window—unpaid bills, elev. key ______ Date __/__/__

INSTRUCTOR DIRECTIONS: Immediately send "CLASS CARD(S)" [with absences recorded] and "GRADE CARDS" (mid-term) to the REGISTRAR! Do not place them in your attendance envelope.

5. COURSES	SECT.	TIME	INSTRUCTORS	INSTRUCTOR APPROVALS	DATE

-REGISTRAR'S SECTION-

Form received completed by ______ on __/__/__

DISTRIBUTION: __Business Office __Curriculum Office __Registrar __Student's Home __Student Housing __Student's File Folder __Aiding Agency __Other ______

FINAL APPROVAL FOR FORMAL WITHDRAWAL: ______ Registrar __/__/__
Grades are to be recorded as: __NC __S __U __Au(Audit), or ______

---

*COUNSELOR: IMMEDIATELY give the student's 5x7" "Schedule Card", "Student I.D. Card", and "Intent to Formally Withdraw" form (all attached together with paper clip) to the Registrar (his desk or intra-department mail box).

REGISTRAR'S SECRETARY: Be certain to mark "Student's Schedule Card" and "Enrollment Card"—W.D. and date. Place student's file folder in file drawer of withdrawn students.

S-11/74-D Yellow ☐ Recorded on "Student's Schedule" and "Enrollment Card" by ______

APPENDIX D

North Central Technical Institute
Student Services-Registrar's Office

WITHDRAWAL FROM SCHOOL
(Student Ceases To Attend)

Usage: To indicate the dropping from school of part-time and full-time, day and evening, students enrolled in credit and developmental courses—but not a formal withdrawal.

Name (please print) ______________________ ______________
(First) (M.I.) (Last) (Social Security No.)

Home Address ______________ ______________ ______ ______
(Number & Street, or Route) (Community) (State) (ZIP)

	MAJOR:	SEMESTER:	
___Day ___Full-time ___Eve ___Part-time	Check ___Assoc. Degree ___Developmental One: ___Diploma ___H.S. Credit	___Apprentice ___ ______	___Wausau ___ ______

Agencies of Aid: ___Job Service(___CETA ___WIN) ___Vet Admin. ___Soc. Services ___VA-Rehab
Copy to ___Voc. Rehab. ___Social Security Admin. ___Bur. Ind. Aff. ___ ______
Agency Address: No. & St. ______________ City ______ State ___ ZIP ______

NOTIFICATIONS SENT TO:

A. Courses Sect. Time Instructors

NOTE TO INSTRUCTORS: Please immediately send "Class Cards" and "Grade Cards" (mid-term) to the Registrar; many paper clip them to their notice. Do not place in attendance envelope. Please record all absences on "Class Card(s)" before returning them.

B. OTHERS:
- ___Aiding agency above
- ___Curriculum Office
- ___Business Office
- ___Financial Aids
- ___Student at home address
- ___Student's File Folder
- ___Advisor ______________
- ___Registrar
- ___Student Housing
- ___Library
- ___ ______________

REASON(S) FOR WITHDRAWAL (PROBABLE):
- ___Ceased to attend; reason?
- ___Started formal withdrawal; didn't return completed "Exit Interview Form"
- ___Completed training program (special)
- ___Enlisting(ed) in military service
- ___Loss of interest in: ___major ___school
- ___Illness; doctor's orders
- ___Suspended: ___discipline ___ ______________
- ___Other ______________________
- ___Accident
- ___Personal problem
- ___Getting married
- ___Academic problem(s)
- ___Working FT/seeking employment
- ___Financial Problem
- ___Moving out of area
- ___Needed at home due to illness/injury of parent, spouse or child

Attempts by school to contact student: By ______________ How ______________ When ______
Notes ______________________________
(This last item does not mean it is the responsibility of the school to contact the student, but out of interest we often do this; it is always the responsibility of the student to formally withdraw and/or to notify this office of a long-term absence.)

Form initiated by ______________________________ Date ___/___/___

- - - - - - - - - - - - REGISTRAR'S SECTION - - - - - - - - - - - -

☐ Recorded on "Student's Schedule" and his/her "Enrollment Card" by ______________

Note Regarding Refunds: Refunds will be made according to the policies in the current NCTI Student Handbook, but only after formal withdrawal; no refunds will be made if a student just "ceases to attend!"

___Student did not formally withdraw; may still do so for two weeks from date below. Those not formally withdrawing may not be able to enroll in day programs the next semester.

Grades are to be recorded as: ___NC ___S ___U ___Au(Audit) ______________ ___/___/___
(Registrar's Approval)

S- 3 75-D Blue

5!

APPENDIX E

APPENDIX E

ID No.	Age	Sex	Mart Stat	H.S. Rank	I.Q.	Enrl Date	Fncl Aid	Wrkg in Schl	V.A. Bene	Lent Prog	Ethc Bkgd	Apt	VR	NA	V+N	AR	CSA	MR	SR	SPELL	GRA	CA/ PU

APPENDIX E

1975-76 ID	AGE	SEX	MAR STAT	H.S. RANK	I.Q.	ENRL DATE	WITHDRAW DATE	FINCL AID	V.A. BENE	LENT OF PROG	ETHNIC BACK	VOC	MATH	SPELL	GRAM	CAMP	ENRL STAT	[illegible]	DISAD OR HANDI	PROG	REASON FOR WITHDRAWAL	EXPERIENCE WITH COURSE OF TRAINING	PLAN TO RE-APPLY	ENTR OCCUP	PRES OCCUP	RELATION TO MPTI	RECEIVE ADDITIONAL TRAINING BEYOND H.S.	FAVORITE SUBJECT 1	FAVORITE SUBJECT 2	FAVORITE SUBJECT 3	GRADE HS	GRADE GS
	43	M	SEP			8-75	1-76		YES	2 YR	CAUC					FDL	NEW			?	NON ATTENDANCE					5 MONTHS						
	27	M	S			8-75	11-75		YES	1 YR	CAUC					FDL	NEW			MACHINE TOOL OPERATION	FULL-TIME JOB	NOT THE TYPE OF WORK I WANT TO FOLLOW	NO			2½ MONTHS						
	26	M	M			8-75	10-75		YES	1 YR	CAUC					FDL	NEW			ELECTRONIC SERVICING	LACK OF ATTENDANCE					4 MONTHS						
	29	M	M			8-75	10-75	CETA		1 YR	CAUC					FDL	NEW			ELECTRONIC SERVICING	LACK OF ATTENDANCE					2 MONTHS						
	23	M	S			8-75	1-76			1 YR	CAUC					FDL	NEW			SMALL ENGINES	LACK OF ATTENDANCE					5 MONTHS						
	21	M	S	[illegible]	99	8-75	12-75		YES	1 YR	CAUC	36	17	37	59	FDL	NEW			ELECTRONIC SERVICING	PERSONAL TROUBLES	CONFLICT WITH TEACHER	YES			4 MONTHS		[illegible]	[illegible]	3		
	20	M	S			8-75	10-75		YES	2 YR	CAUC					FDL	TRANS			MARKETING	OTHER-?					2 MONTHS						
	22	F	DIV	44/55		1-75	1-76	CETA		2 YR	CAUC					FDL	NEW			FASHION MERCHANDISING	LACK OF ATTENDANCE					12 MONTHS		1		3		
	21	F	S	74/260		8-75	10-75			2 YR	CAUC					FDL	TRANS			SEC. SCI. MEDICAL	LACK OF MONEY		YES			4 MONTHS		[illegible]		[illegible]		
	22	F	M	236/638	106	8-74	9-75	CETA		2 YR	CAUC	54	65		91	FDL	NEW			MEDICAL RECORDS	PREGNANT					3 WEEKS		3		2		
	18	M	S		101	8-75	10-75			2 YR	CAUC					FDL	NEW			AUTO MECHANICS	DECEASED					2 MONTHS						
	18	F	S	103/202		1-75	8-75	STUD LOAN		1 YR	CAUC					FDL	NEW			ACCOUNT CLERK	?					1 WEEK		1		3		
	17	M	S	146/190		8-75	10-75			1 YR	CAUC	49	53			FDL	NEW			SMALL ENGINES	OTHER-?					9 WEEKS		14				
	62	F	M			8-75	9-75			2 YR	CAUC					FDL	NEW			SECRETARY SCIENCE	OTHER-?											
	19	F	S	22/75	93	1-75	10-75			2 YR	CAUC	30	44		29	FDL	TRANS			FOOD [illegible]	CHANGE IN HOURS [illegible]	LOVED THE COURSE, NOT THE [illegible]	YES			10 MONTHS		[illegible]		2		
	20	F	M	16/59		8-75	11-75			1 YR	CAUC					FDL	TRANS			PRACTICAL NURSING	ENTER AIR FORCE	PROGRAM WAS EXCELLENT	NO			3 MONTHS		4	4	2		
	20	M	S	404/636	91	8-74	2-76			2 YR	CAUC	29	26	15	16	FDL	NEW			MECHANICAL DESIGN	GOING TO COLLEGE	COURSES AND SUBJ. WERE TOO DIFFICULT	YES			6 MONTHS		1		1	3	
	34	M	M			8-75	2-76		YES	1 YR	CAUC					FDL	NEW			ELECTRONIC SERVICING	LACK OF ATTENDANCE					6 MONTHS						
	27	M	DIV			8-75	9-75		YES	1 YR	CAUC					FDL	NEW			WELDING	OTHER ?					1 MONTH						
	19	M	S	48/8[illegible]		1-75	9-75		YES	2 YR	CAUC					FDL	NEW			AUTO MECHANICS	LACK OF INTEREST	NOT THE TYPE OF WORK I WANT TO FOLLOW	YES			9 MONTHS		2		3		
	18	M	S	619/630	96	8-75	11-75			1 YR	CAUC	28	15		23	FDL	NEW			FOOD SERVICE	NOT INTERESTED	NOT THE TYPE OF WORK I WANT TO FOLLOW				3 MONTHS		1		3		
	25	F	M			8-75	9-75			2 YR	CAUC					FDL	TRANS			SEC. SCI. MEDICAL	TOO FAR TO DRIVE FULL-TIME JOB	ENJOYED THE PROGRAM	YES			1 MONTH						
	18	F	S	107/123	107	8-75	9-75			1 YR	CAUC	27	63		3	FDL	NEW			CLERK TYPIST	LOOKING FOR A FULL-TIME JOB		NO			3 WEEKS		1		3		
	26	F	S			1-75	1-76	CETA		2 YR	CAUC					FDL	TRANS			FASHION MERCHANDISING	POOR GRADES					12 MONTHS						
	18	F	S		97	8-75	9-75			1 YR	CAUC					FDL	NEW			DATA PROCESSING	MARRIED MOVING OUT OF DISTRICT	LIKE THIS FIELD VERY MUCH!	YES			1 MONTH						
	17	F	S	174/205	110	1-75	8-75			1 YR	CAUC	41	58	68	66	FDL	TRANS			PRACTICAL NURSING	MONEY-CAN'T PAY HER OWN TUITION					7½ MONTHS		2	2			
	20	M	S			1-76	2-76		YES	2 YR						FDL	TRANS			INDUSTRIAL MARKETING	LACK OF ATTENDANCE					1 MONTH						
	18	F	S			8-75	11-75			1 YR						FDL	NEW			CHILD CARE ASSISTANT	LACK OF MONEY PERSONAL TROUBLES [illegible]	LOVED THE COURSES	YES			3 MONTHS						

APPENDIX E

1975-76
ID

AGE	SEX	MAR STAT	H.S. RANK	I.Q.	ENROL DATE	WITHDRAW DATE	FINC AID	V.A. BENE	LENGTH OF PROG	ETHNIC BACKG	VOC	MAIN	[illegible]	[illegible]	COMP	ENROL STAT	[illegible]	DISAB OR [illegible]	PROG	REASON FOR WITHDRAWAL	EXPERIENCE WITH COURSE OF TRAINING	PLAN TO RE-APPLY?	FAIR [illegible]	[illegible]	RELATION TO MPTI	RECEIVE ADDITIONAL TRAINING BEYOND H.S.	FAVORITE SUBJECT			AVERAGE GRADE		
																											1	2	3	HS	GS	
36	M	M			8-75	10-75		YES	2 YR						FDL	NEW			SUPERVISORY MGMT.						5 WEEKS							
20	F	S			8-75	11-75		YES	1 YR						FDL	NEW			DATA PROCESSING	FULL-TIME JOB					3 MONTHS							VETERANS DEFERMENT
18	M	S			8-75	9-75			2 YR						FDL	NEW			ACCOUNTING	PERSONAL TROUBLES FULL-TIME JOB	PLAN TO CONTINUE WHEN POSSIBLE	YES			1 MONTH							
19	M	S			8-75	11-75		YES	1 YR						FDL	TRANS			PRODUCTION WELDING	EXCESSIVE ABSENCES					3 MONTHS							
21	M	M			8-75	11-75	CETA		2 YR						FDL	NEW			AUTO MECHANICS	LACK OF ATTENDANCE					3 MONTHS							
24	M	S	41/93		8-74	9-75		YES	2 YR						FDL	NEW			AUTO MECHANICS	CHANGE IN CAREER OBJECTIVE	NOT THE TYPE OF WORK I WANT TO FOLLOW	NO			1 MONTH		4					
20	F	S	101/435	93	8-75	11-75		YES	2 YR						FDL	NEW			SEC. SCI. MEDICAL	FULL-TIME JOB					3 MONTHS			2	3			
18	M	S	364/438		8-75	9-75			2 YR						FDL	NEW			MECHANICAL DESIGN	DON'T THINK I CAN PASS THE COURSE	COURSE TOO DIFFICULT [illegible]	NO			1 MONTH		[illegible]	[illegible]	[illegible]			
28	F	DIV			8-75	10-75		YES	2 YR						FDL	TRANS			MEDICAL RECORDS	PERSONAL TROUBLES		NO			3 MONTHS							
18	F	M	87/100	96	8-75	11-75			1 YR						FDL	NEW			COSMETOLOGY	LACK OF MONEY					3 MONTHS		3					
43	M	M			3-75	11-75	VOC REHAB		1 YR						FDL	NEW			SMALL ENGINES	INJURY					3 MONTHS							
18	M	S	74/92		8-75	11-75			2 YR						FDL	NEW			AUTO MECHANICS	EXCESSIVE ABSENCES					3 MONTHS		3					
24	M	S		87	8-75	9-75	CETA		2 YR						FDL	TRANS			AUTO MECHANICS	LEG OPERATION					1 MONTH							
23	M	S			8-75	9-75			2 YR	CAUC					FDL	TRANS			WATER AND WASTEWATER						2 WEEKS							
18	M	S		130	8-75	1-76			2 YR						FDL	NEW			ENGINE TECH.	FULL-TIME JOB	?				5 MONTHS							
18	F	S			8-75	11-75			2 YR						FDL				FASHION MERCHANDISING	LACK OF MONEY FULL-TIME JOB	NOT THE TYPE OF WORK I WANT TO FOLLOW				4 MONTHS							
18	M	S	78/263		8-75	8-75			2 YR						FDL	NEW			AUTO MECHANICS	FULL-TIME JOB		YES			1 WEEK		2					
16	M	S			8-75	9-75			2 YR						FDL	NEW			AUTO MECHANICS						6 WEEKS							
20	M	S			8-75	10-75			2 YR						FDL	NEW			ACCOUNTING	RETURNED TO PRISON					2 MONTHS							
35	M	S			8-75	2-76			2 YR						FDL	TRANS			WATER AND WASTE WATER	LACK OF MONEY	COURSES WERE WELL TAUGHT	YES			6 MONTHS							
24	M	S			8-75	10-75			1 YR						FDL				DATA PROCESSING	RETURNED TO PRISON					2 MONTHS							
18	M	S	63/87	118	1-75	10-75			2 YR						FDL	NEW			MARKETING	OTHER - ?					11 MONTHS		2					
29	M	M			8-74	1-76		YES	2 YR						FDL	NEW			ACCOUNTING						12 MONTHS							
18	M	S			8-75	9-75			2 YR						FDL	NEW			ACCOUNTING	OTHER - ?					1 WEEK							
18	M	S	79/51	115	8-75	9-75			2 YR						FDL	NEW			WATER AND WASTE WATER	LACK OF MONEY LACK OF INTEREST	NOT THE TYPE OF WORK I WANT TO FOLLOW	NO			1 MONTH		3					
18	F	S	1/265		8-75	9-75			2 YR						FDL	NEW			ACCOUNTING	FULL-TIME JOB	PLAN ON NIGHT SCHOOL	YES			1 MONTH		1					
29	M	M			1-75	11-75		YES	2 YR						FDL	NEW			PRODUCTION AG.	POOR HEALTH	VERY GOOD PROGRAM	YES			[illegible]		4					
25	M	M			8-75	10-75			2 YR						FDL				INDUSTRIAL ENGINEERING	FULL-TIME JOB	JOB CONTAINS SIMILAR TRAINING	YES			2 MONTHS							

APPENDIX E

[redacted]

1973-74

ID	AGE	SEX	MAR STAT	H.S. RANK	I.Q.	ENROLL DATE	WITHDRAW DATE	FIN. AID	V.A. BENE	LENGTH OF PROG	ETHNIC ANCESTRY	VOC	[illegible]	SKILL	[illegible]	CAMP	ENROLL STAT	[illegible]	DISAB OR HANDI	PROG	REASON FOR WITHDRAWAL	EXPERIENCE WITH COURSE OF TRAINING	PLAN TO RE-APPLY ?	FATH OCCUP	MOTH OCCUP	RELATION TO MPTI	RECEIVE ADDITIONAL TRAINING BEYOND H.S.	FAVORITE SUBJECT			AVERAGE GRADE		
																												1	2	3	HS	GS	
	30	M	M			1-74	3-74		YES	2 YR	CAUC					FDL	NEW	GOOD	[illegible]	AUTO MECHANICS	NO TRANSPORTATION			\	[illegible]	LESS THAN ½ OF PROG	NO	MATH	ART		B	B	
	20	F	S			8-73	6-74			2 YR								EX		MED. SECRETARY	PREGNANT NO MONEY			[illegible]	\	LESS THAN ½ OF PROG	YES	[illegible]	[illegible]	[illegible]	C+	C	
	24	M	S			8-72	6-73		YES	2 YR						WD	NEW	GOOD		MARKETING	JOB RELATED TO TRAINING [illegible]			[illegible]	[illegible]	OVER ½ OF PROG	YES	BUS	\	MATH	C-	C+	
	18	F	S			6-73	5-74			1 YR						WD		V. GOOD		CLERK TYPIST	DID POORLY IN MY WORK			[illegible]	[illegible]	COMPLETED ¾ OF PROG	NO	TYP	PSY		C-	B	Engaged 4/76
	26	M	M							1 YR						BD		GOOD		METAL FAB WELDING	COMPLETED WHAT I WANTED RELATED JOB			\	[illegible]	COMPLETED ¾ OF PROG	YES	PSY	MATH	\	B	C+	Recently married
	18	M	S	[illegible]/276		1-74	6-74			2 YR						FDL	NEW	V GOOD		MARKETING	CHANGED CAREER GOAL TRANSFERRED	3		\	[illegible]	LESS THAN ½ OF PROG		MATH	[illegible]	SCI	C	C+	
	19	F	S			7-73	8-73			½ YR	CAUC					FDL	NEW	EX.		NURSE ASST	JOB RELATED TO TRAINING			[illegible]	[illegible]	COMPLETED PROG.	YES	ENG	GOV'T	MUSIC	C	C-	
	18	F	S			6-73	7-73			½ YR						FDL		AVE.		NURSE ASST	—			[illegible]	[illegible]	COMPLETED PROG	NO	PHY ED	[illegible]		C+	B	Married 4/76
	18	F	S	27/96	111	8-73	3-74			2 YR			53			FDL	NEW	GOOD		FASHION MERCHAND	LOST INTEREST IN SCHOOL UNRELATED JOB	2		[illegible]	\	COMPLETED ¾ OF PROG		[illegible]	PSY	ART & MUSIC	A-	B	
	18	F	S	17/31		8-73	4-74			2 YR						FDL	NEW	GOOD		ACCOUNTING	[illegible] I EXPECTED UNRELATED JOB	2		\	\	OVER ½ OF PROG	NO	ENG	MATH	PHY ED	B	A-	
	56	F	M			6-73	8-73			½ YR						FDL		GOOD		NURSE ASSIST.	—			DECEASED		COMPLETED PROG	NO	[illegible]	[illegible]	[illegible]	C+	C+	
	18	F	S			8-73	10-73		YES	2 YR		87	82			FDL	TRAN	EX		MARKETING	TRANSFER TO COLLEGE			[illegible]	[illegible]	LESS THAN ½ OF PROG		MATH	[illegible]		A-	A	
	21	M	S			9-72	11-73			2 YR						FDL		[illegible]		ACCOUNTING	UNRELATED JOB			\	[illegible]	LESS THAN ½ OF PROG	NO	TYPE	PSY.	BUS.	B	B	Married 4/76
	19	M	S	271/695	98	[illegible]	[illegible]			1 YR		61	69	83	52	FDL	NEW	OK		ELECTRONIC SERVICE	NO MONEY LOST INTEREST	2		\	—	LESS THAN ½ OF PROG.	NO	MATH	[illegible]	SHOP	B	B	Married 4/76
	18	F	S			1-74				2 YR						FDL	NEW	EX		ACCOUNTING	ENTER MILITARY SERVICE			-	-	COMPLETED PROGRAM	NO	-	-	-	-		
	34	F	M			8-73				2 YR						FDL	NEW	GOOD		MED SECRETARY	LACK OF MONEY			\	[illegible]	LESS THAN ½ OF PROG		ENG			A-	B	
	21	M	S			8-73				1 YR						WB		GOOD		AUTO BODY	[illegible] PROGRAMS			\	\	COMPLETED PROG	YES	IND ARTS			C+	B-	
	18	M	S			8-73				2 YR						FDL	NEW	GOOD		AUTO MECHANICS	LACK OF MONEY CHANGED MY CAREER GOAL			\	\	LESS THAN ½ OF PROG	NO	[illegible]	[illegible]	[illegible]	C-	C+	
	17	F	S			8-73				2 YR						FDL	TRAN	GOOD		SECRET SCIENCE	TRANSFER			DEAD	M.D	?	YES				B+	[illegible]	
	18	F	S			8-73	5-74			2 YR						FDL	NEW	V. GOOD		SECRET SCIENCE	[illegible] [illegible] [illegible]			\	\	OVER ½ OF PROG	YES	[illegible]	HIST.		B-	A-	
	51	F	DIV			10-72	11-73	ADVO-CAP		1 YR						FDL	NEW	GOOD	DISAD	CLERK TYPIST	LACK OF MONEY			-	-	?	YES	[illegible]	MATH	ENG	A-	A-	
	21	M	S	573/695	[illegible]	8-73	3-74			1 YR		18	33	83	12	FDL	NEW	OK		SMALL ENGINES	POORLY IN MY WORK LOOKING FOR JOB	3		[illegible]	CLERK	COMPLETED ¾ OF PROG	NO	MATH	[illegible]	SHOP	C-	C	
	41	F	S			11-73	12-73	VOC. REHAB		1 YR						FDL	NEW	FAIRLY GOOD		NURSE ASSIST.	I DID POORLY [illegible] WORK			\	[illegible]	COMPLETED PROGRAM		ENG	ART	[illegible]	A	A	
	20	F	S	112/[illegible]	98	1-72	5-74	WIN		2 YR						FDL	NEW	EX.		ACCOUNTING	UNRELATED [illegible] LOST INTEREST	2		\	[illegible]	COMPLETED ¾ OF PROG	YES	[illegible]	MATH	ACC'T	B	B+	Married 4/76
	20	M	S	[illegible]/122	100	8-72	1-74			2 YR						FDL	NEW	GOOD		AUTO MECHANICS	CONFLICT WITH MY FULL TIME JOB	[illegible]		\	[illegible]	COMPLETED ¾ OF PROG	NO	SHOP	[illegible]		B	C	Married 4/76
	18	M	S	[illegible]	103	8-73	11-73			2 YR						FDL	NEW	GOOD		AUTO MECHANICS	LOST INTEREST IN [illegible] UNRELATED JOB	[illegible]		[illegible]	[illegible]	LESS THAN ½ OF PROG	NO	SHOP			C+	B-	
	17	M	S	[illegible]/315	117	8-73				2 YR		50	86	80	77	FDL	NEW	GOOD		FOOD MANUFACT.		[illegible]											
	22	M	M			8-73				2 YR						FDL			[illegible]	ACC'T						GRADUATED							

APPENDIX E

1975-76 [illegible] ID / NAME	AGE	SEX	MAR STAT	H.S. RANK	I.Q.	ENRL DATE	WITHDRAW DATE	FNCL AID	V.A. BENE	LENGTH OF PROG	ETHNIC ORIG	VOC	MATH	SPELL	GRAM	CAMP	ENRL STAT	[illegible]	DISAD OR HAND	PROG	REASON FOR WITHDRAWAL	EXPERIENCE WITH COURSE OF TRAINING	PLAN TO RE-APPLY ?	FATH OCCUP	MOTH OCCUP	RELATION TO MPTI	RECEIVE ADDITIONAL TRAINING BEYOND H.S.	FAVORITE SUBJECT 1	FAVORITE SUBJECT 2	FAVORITE SUBJECT 3	AVERAGE GRADE HS	AVERAGE GRADE GS	
	1	F	S			8-73	2-74			1 YR						WD	NEW	GOOD		CLERK TYPIST	NO RELATED TO TRAINING			[illegible]	[illegible]	OVER ½ OF PROG	YES	TYPE	[illegible]	Ar.	B+	B	
	7	M	S			8-73				1 YR	CAUC		96	76	70	FDL	NEW	FT		ELECTRONIC SERVICING	LOST INTEREST JOB RELATED TO [illegible]			[illegible]	[illegible]	LESS THAN ⅓ OF PROG	NO	MATH	[illegible]	[illegible]	B	A-	[illegible] 7/76
	8	F	S	96/179		8-73	12-73			2 YR	CAUC					FDL	NEW	GOOD		FASH. MERCHAND	LOST INTEREST MARRIED LOOKING FOR JOB	3		\	\	LESS THAN ½ OF PROG	NO	HIST	HOME EC	ENG	C+	C+	
	8	F	S		112	6-72	7-73	VOC. REHAB		1 YR	CAUC					FDL	NEW	AVE.	DISAD	CLERK TYPIST	HEALTH ATTENDANCE			\	DEAD	COMPLETED ¾ OF PROG	–	TYPE	BUS.		D-	C	Married 3/76
	8	F	S	120/219	111	8-73	12-73			2 YR	CAUC	90	90	98	89	FDL	NEW	GOOD		MED. SECRETARY	CHANGED CAREER GOAL TO COLLEGE LOOKING FOR JOB	3		\	\	LESS THAN ½ OF PROG	–	[illegible]	SOC. STUDIES		B	B	
	3	F	M			2-73				2 YR	CAUC					WD	NEW	GOOD		SECRET SCIENCE	COMPLETED WHAT I WANTED			\	[illegible]	–	YES	[illegible]	TYPE	[illegible]	A-	A	
	8	F	S			8-73	12-73			1 YR						WA		GOOD		CLERK TYPIST	COMPLETED WHAT I WANTED LOOKING FOR JOB			\	SEC	OVER ½ OF PROG.	NO	BUS.	[illegible]	HIST	A-	A-	Married 3/76
	9	F	S	8/87	100	1-73	5-74			1 YR	CAUC	64	57		69	FDL	NEW	GOOD		DATA PROCESSING	JOB RELATED TO TRAINING	1		\	[illegible]	COMPLETED ¾ OF PROG	YES	–	–	–	A-	B+	Married [illegible]
	8	M	M		105	8-73	12-73			2 YR	CAUC		66	49	36	FDL	NEW	GOOD		AUTO MECHANIC	SCHOOL NOT WHAT I EXPECTED LACK OF MONEY			[illegible]	[illegible]	LESS THAN ½ OF PROG	YES	[illegible]	[illegible]		B+	C+	
	6	F	S			6-73	8-73			½ YR						FDL		GOOD		NURSE AIDE	ENTER MILITARY SERVICE			\	[illegible]	COMPLETED PROG.	YES	SCIENCE	ENG.	HIST	C+	C+	
	8	F	M			8-73				2 YR	CAUC					FDL	NEW	GOOD		ACCOUNTING	LOOKING FOR A JOB			\	[illegible]	COMPLETED ¾ OF PROG	NO	SCIENCE	ENG.	MATH	A	A	
	2	M	S		107	8-73	2-74			2 YR	CAUC		32		26	FDL		GOOD		ENGINE TECH	CHANGE CAREER GOAL NOT INTEREST IN SCHOOL			\	\	LESS THAN ½ OF PROG.	NO	[illegible]	MATH	–	B+	A-	
	1	F	M							2 YR						WD		GOOD		SECRETARY SCIENCE				\	[illegible]	COMPLETED PROG	YES	[illegible]	[illegible]		C	C	Recently Married
	9	F	S			6-73	8-73			½ YR						FDL		GOOD		PRE-SERVICE NURSING	[illegible]			[illegible]	CLERK	GRADUATE	YES	\	[illegible]		B	B-	
	2	M	SEP			8-73		CETA		2 YR						FDL	NEW		DISAD	Acct													
	7	F	S	16/32	119	8-73				2 YR		94				FDL	NEW			FASHION MERCHAND.		1											
	1	F	S	59/179	106	8-73				2 YR			29			FDL	NEW			FASHION MERCHAND		2											
	1	M	M			8-73				2 YR						FDL				IND MARKETING													
	7	F	S	48/109		8-72		CETA		2 YR						FDL	NEW			SEC SCIENCE		3											
	1	F	S	84/151		8-73				2 YR			74	59	66	FDL	NEW			SECRETARY SCIENCE		3											
	2	F	S	110/169	111	8-72				2 YR		97	73		59	FDL	TRAN			ENGINE TECH		3											
	1	M	S			8-72			YES	2 YR		73	59			FDL	NEW			MECH. DESIGN													
	3	F	M							½ YR						FDL				NURSE ASSIST						GRADUATE							Married [illegible]
	5	F	S	10/144	104	8-73				1 YR						FDL	NEW			CLERK TYPIST		3											
	9	M	M					WIN		1 YR						FDL	NEW		DISAD	ELECT. SERVICING													
	6	M	S	59/137	106	8-72				1 YR			29			FDL	NEW			OFFICE MACH. REP.		2											
	2	M	S	53/131	115	8-73				2 YR						FDL	NEW		HAND	AUTO MECHANICS		2											

APPENDIX F

APPENDIX F

MORAINE PARK TECHNICAL INSTITUTE - FOND DU LAC
STUDENT SERVICES DEPARTMENT

Name ______________________ S.S.N. ______________________

Date Enrolled ______________________ Program ______________________

Date Withdrawn ______________________ ___Full-time___Part-time___Semester 1
___Semester 2___Day___Evening___Summer

The information gathered from the following questionnaire will serve us and future students. Please check all parts that apply to your case and add comments if you so desire.

1. Reason for terminating my training: (Check those most applicable to you.)

   _____ Lack of money for expenses
   _____ Secured a full-time job
   A. Employer: ______________________
   B. Type of work: ______________________
   _____ Do not feel I can pass the course
   _____ Draft or Service Call
   _____ Change in training objective
   New objective: ______________________
   _____ Poor health
   _____ Personal troubles
   _____ Going to college
   _____ Not interested in further school training
   Reason: ______________________
   _____ Other (Explain) ______________________

2. My experience in this course of training was:

   _____ The courses and subjects were too difficult
   _____ This is not the type of work I want to follow
   _____ I do not like the shop work
   _____ I do not like the related work
   _____ Other: (Explain) ______________________

3. Comments in general as to why I am terminating my training: ______________________

4. Do you plan to re-apply for training at this or some other school?
   Yes___No___

5. Have you cleared with the library?
   Yes___No___ ______________________ (Librarian's Signature)

6. Have you cleared with your adviser?
   Yes___No___ ______________________ (Advisor's Signature)

7. Did you have a final interview with a Student Services Counselor?
   Yes___No___ ______________________ (Counselor's Signature)

LR:kb
9-3-74

APPENDIX F

ATTRITION SURVEY FORM

1. Name (optional): ____________

2. Age: ______ 3. Marital Status: ____________

4. Please describe your health: ____________

5. What are your parent's occupations?

Father: ____________ Mother: ____________

6. When did you attend MPTI?

______ ______ To ______ ______
Month Year Month Year

7. What program were you enrolled in?

____

8. Which of the following describes your relationship to MPTI?

- ☐ Completed graduation requirements
- ☐ Withdrew from day school after completing three-fourths or more of program, but did not graduate.
- ☐ Withdrew from day school after completing at least one-half of my program
- ☐ Withdrew from day school before completing one-half of my program
- ☐ Dropped out of day school but reenrolled at MPTI in:
  - ☐ The Same Program (Specify) ____________
  - ☐ Another Program (Specify) ____________

QUESTION NINE: ____________

9. If you withdrew from MPTI, the most important reason was: (If more than one reason, indicate second reason by placing a 2 in the space provided, third with a 3, and so forth).

- ____ Transfer to another school
- ____ Left to take a job related to my training at MPTI
- ____ Left to take a job unrelated to my training at MPTI
- ____ Left - looking for a job
- ____ Completed what I wanted
- ____ Lost interest in school
- ____ School wasn't what I expected
- ____ I never attended any classes. Why? ______
- ____ I did poorly in my school work
- ____ I changed my career goal
- ____ Lack of money
- ____ Poor health, sickness
- ____ Entered military service
- ____ Moved out of MPTI District
- ____ I got married
- ____ Deceased
- ____ MPTI didn't offer the program I wanted (List program: ____________).
- ____ Other, please specify: ____________

10. Name of Employer: ____________

Address ____________
City State

11. Did you receive any additional training beyond high school for your present job? ☐ Yes ☐ No

If yes, please explain: ____________

12. What were your favorite subjects while in school?

1. ______ 2. ______ 3. ______

13. Circle the most common grade you received while in

Grade School	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E	F
High School	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E	F

14. Please add any comments or suggestions you may have. Use the other side of this page, if necessary. ____________

APPENDIX F

ATTRITION SURVEY FORM

1. Name (optional): ________________

2. Age: 25.9 3. Marital Status: S=24 M=21 D=2

4. Please describe your health: 8 = EXCELLENT
4= VERY GOOD 32 = GOOD 1 = FAIR

5. What are your parent's occupations?
Father: __________ Mother: __________

6. When did you attend MPTI?
______ To ______
Month Year Month Year

7. What program were you enrolled in?
____

8. Which of the following describes your relationship to MPTI?
11 ☐ Completed graduation requirements
9 ☐ Withdrew from day school after completing three-fourths or more of program, but did not graduate.
4 ☒ Withdrew from day school after completing at least one-half of my program
20 ☐ Withdrew from day school before completing one-half of my program
1 ☐ Dropped out of day school but reenrolled at MPTI in:
0 ☐ The Same Program (Specify) __________
1 ☐ Another Program (Specify) __________

QUESTION NINE: __________

9. If you withdrew from MPTI, the most important reason was: (If more than one reason, indicate second reason by placing a 2 in the space provided, third with a 3, and so forth).
5 Transfer to another school
8 Left to take a job related to my training at MPTI
4 Left to take a job unrelated to my training at MPTI
4 Left - looking for a job
4 Completed what I wanted
8 Lost interest in school
3 School wasn't what I expected
1 I never attended any classes. Why? ______
4 I did poorly in my school work
7 I changed my career goal
7 Lack of money
2 Poor health, sickness
3 Entered military service
0 Moved out of MPTI District
1 I got married
1 Deceased
3 MPTI didn't offer the program I wanted (List program: ______)
6 Other, please specify: 1- Poor Instructor
2- Transportation 1- Pregnancy
1- Conflict between Work and School
1- Company Paying Tuition Went on Strike

10. Name of Employer: __________
Address __________
City State

11. Did you receive any additional training beyond high school for your present job? ☐ Yes ☐ No
17 20
If yes, please explain: __________

12. What were your favorite subjects while in school?
1. ______ 2. ______ 3. ______

13. Circle the most common grade you received while in

Grade School	3 A	7 A−	4 B+	11 [illegible]	4 B−	8 C+	7 C	1 C−	D+	D	D−	E	F
High School	2 A	6 A−	4 B+	12 B	4 B−	9 C+	4 C	3 C−	D+	1 D	D−	1 E	F

14. Please add any comments or suggestions you may have. Use the other side of this page, if necessary __________

61

APPENDIX G

APPENDIX G

interoffice correspondence
MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION

TO: Art Marson

FROM: Don Smeaton

DATE: May 17, 1976

SUBJECT: Research data for attrition project

Enclosed is the information you requested on students who have withdrawn from school.

Because of the limited amount of data on test results, I would suggest not using this material. Many different test resources are used. Few schools indicate such data on their transcripts.

63

APPENDIX H

64

APPENDIX H

Program / no.	Graduate	Withdrawn Former Interest	Job Non Related	– Unknown	Job Related	Financial Problems	Personal	(Loss of Interest	Transfer to diff Program – Graduate	Transfer to diff Program – Drop	Transfer to diff School	Health	Attendance	Never Attended	Attendance teacher drop	Academic Problem	Moving	Unknown

APPENDIX H

no Program	%ages Raw Data	Graduate	Withdrawn Exam or Interview	Job Non Related - Unknown	Job Related	Financial Problem	Personal (Loss of Interest)	Transfer to diff Program - Grades	Transfer E diff	Discipline - Drop Transfer to diff School	Health	Attendance Never Attended	Attendance tardy drop	Acc Exam Problems	Moving	Unknown	[illegible]ise	Cont
Voc Bus 61	105	42 44	15 9	07 4			03 2		03 2		02 1	03 2	20 12	02 1	02 1	51 31		05 3
AD Bus 164	276	37 102	24 39	04 14		01 2	07 11	03 5	05 8	10 16	02 3	03 5	05 8	04 7	01 1	35 57		16 26
B+M 235	381	38 146	20 48	18		01 2	06 13	02 5	04 10	07 16	02 4	03 7	09 20	03 8	01 2	37 88		12 29
Voc T+I 126	275	54 149	13 17	07 9	03 4	06 7	06 7	01 1	01 1	02 2	01 1	06 7	10 13	01 1	02 2	52 65	09 11	04 5
AD T+I 74	135	45 61	23 17	03 2		05 4	09 7	03 2	01 1	04 3		03 2	01 1	03 2	01 1	39 29		24 18
T+I 200	410	51 210	17 34	06 11	02 4	06 11	07 14	02 3	01 2	03 5	01 1	05 9	07 14	02 3	02 3	47 94	11	25
H.O. 22	126	83% 104	73% 16	18 4	05 1	05 1	27 6				14 3			09 2	05 1	23% 5	05 1	
P.S. 26	37	30 11	08 2				08 2		04 1	04 1			08 2			46 12		35 9
483	954	49% 471	21 100	07 33	01 5	03 14	07 35	02 8	03 13	05 22	02 8	03 16	07 36	03 13	01 6	41 199	02 12	13 61

APPENDIX H

Program %ages no.	Graduate	Withdrawn Formal or Informal	Job Non Related – Unknown	Job Related	Financial	Personal Problem	(Loss of Interest)	Trans Pr. to diff Program – Grades Transfer Fail	~~Discipline~~ – Drop Transfer to diff School	Health	Attendance Never Attended	Attendance Irreg.	Acad. Problem	Moving	Unknown	Misc	Cont.
Voc Bus	42	15	07			03		03		02	03	20	02	02	51		05
AD BusM	37	24	09		01	07	03	05	10	02	03	05	04	01	35		16
Total	38	20	08		01	06	02	04	07	02	03	09	03	01	37		12
Voc T+T	54	13	07	03	06	06	01	01	02	01	06	10	01	02	52	09	04
AD T+T	45	23	03		05	09	03	01	04		03	01	03	01	39		24
Total	51	17	06	02	06	07	02	01	03	01	05	07	02	02	47	06	23
H O	83	73	18	05	05	27				14			09	05	23	05	
P S	30	08				08		04	04			08			46		35
Total	49	21	07	01	03	07	02	03	05	02	03	07	03	01	41	02	13

67

APPENDIX I

APPENDIX I

SW VT
1975-76

ID No.	Sex	Age	Mart. Stat.	Program	IQ	Vet	Aid	H.S. Diploma GED Neither No Answ.	Mo - Yr VT Entered	Mo. - Day VT Dropped	HS Rank/ Average/ Grade	Admiss. Status	Housing	Reason for Term. SEE CODE
1	M	27	S	Ag. Mech	—	—	[illegible]	Dip.	8-75	10-10	39/123 B	New	—	J, C
2	M	18	S	Ag. Mech	101	—	will apply	Dip	8-75	10-8	Below Ave	New	live in Fennimore	LI, A
3	M	18	S	Food P	98	—	will apply	Dip	8-75	9-5	96/93	New	Commute	Sch
4	M	24	S	App. Re	[illegible]	—	will apply	Dip	8-75	11-19	73/43	New	Commute	LI
5	F	18	S	Cl. Typ.	109,98	—	Parents	Dip	1-75	10-14	109/130	Cont.	Commute	Att
6	M	34	M	Weld.	—	yes	VA	NA	1-75	9-30	—	Cont.	live in Fennimore	H, Re
7	F	17	S	Cl. Typ.	101	—	Applied	Dip	8-75	8-27	B	New	need assist	LJ, GM, DC
8	M	17	S	Devel.	111, 76, 73	—	CAP	N	8-75	9-30	D-F	New	—	Att
9	F	18	S	P. Nurs.	—	—	—	Dip	8-75	10-7	13/110 A-B	Re-ent.	—	NA
10	M	17	S	Devel.	105	—	CETA	N	1-75	11-13	—	Cont.	—	Att, LI
11	F	43	M	Ward Cl.	—	—	—	N	8-75	11-4	—	New	—	NA
12	M	17	S	Devel.	93	—	CETA	N	8-75	12-16	F's	New	live in Fen	Att, LI
13	M	21	S	Auto M	—	—	—	Dip	8-75	10-6	A-B	New	[illegible]	NA

APPENDIX I

1975-76 ID No.	Sex	Age	Mart. Stat.	Program	IQ	Vet	Aid	H.S. Diploma GED Neither No Answ.	Mo-Yr VT Entered	Mo-Yr VT Dropped	HS Rank/ Average/ Grade	Admiss. Status	Housing	Reason for Term. SEE CODE
14	M	19	S	Devel.	—	—	CAP	N	8-75	10-75	D/F	NEW	Commute	LJ, Att, LI
15	F	18	S	Mun Eng T	97,92	—	needs Aid	Dip	8-75	12-75	138/155 C	NEW	Commute	LI
16	M	19	S	Rec. Eq.	—	yes	VA	GED	8-75	10-75	—	NEW	live in Fam	LI, Att
17	F	18	S	Home Fur	117,95	—	needs Aid	GED	8-75	9-75	C	NEW	Commute	Att, PP
18	M	19	S	Auto Mech	115	—	needs aid	Dip	8-75	8-75	29/130 BC	NEW	commute	LP.
19	M	19	S	Farm Op	111,100	—	—	Dip	8-75	11-75	C	NEW	Commute	J
20	M	16	S	Welding	130,123	—	—	N	8-75	9-75	C	NEW	Commute	Att, ME
21	M	18	S	Ag. Mech	—	—	—	Dip	8-75	10-75	B	NEW	—	J
22	M	23	S	Auto Mech	—	yes	—	Dip	8-75	9-75	B	NEW	—	—
23	F	37	D	C-T	—	—	WIN	Dip	8-75	12-75	282/343 C-D	NEW	Commute	Att, M
24	M	17	S	Auto Body	—	—	—	N	8-75	11-75	D-F	Cont.	Commute	M, WP, LJ
25	M	20	S	Mun Eng T	111,87	—	CETA	N	8-75	11-75	D-F 134/124	Cont.	—	PP, Att
26	F	17	S	Devel.	—	—	needs Aid	N	8-75	9-75	—	NEW	Commute	—
27	M	19	S	Devel.	—	yes	—	N	8-75	10-75	—	RE-Entry	—	LI, PP. Att, Rc
28	M	18	S	Ag. Bldg	—	—	applied	Dip	8-75	12-75	—	RE-Entry	—	LI
29	M	18	S	Devel.	—	—	needs	Dip	8-75	10-75	—	NEW	needs it	LI
30	M	38	M	Retail Sal	—	yes	VA	Dip	8-75	9-75	164/26 C	Cont.	Commute	NOP, PP. Att, LJ
31	F	17	S	C-T	—	—	parents	Dip	8-75	9-75	B	NEW	Commute	J
32	M	32	M	Auto Body	—	yes	CETA	N	8-75	1-76	D	NEW	—	H
33	M	39	M	Acct. Cl	110,97	—	WIN [illegible]	GED	8-75	11-75	—	RE-ENTRY	Commute	LI, Att,

APPENDIX I

.973-76

ID No.	Sex	Age	Mart. Stat.	Program	IQ	Vet	Aid	GED Neither No Answ.	VT Entered	VT Dropped	HS Rank/ Average/ Grade	Admiss. Status	Housing	for Term. SEE CODE
34	M	25	M	Mun Eng T	--	--	CETA	NA	8-75	1-76	62/73 C	NEW	----	J
35	F	17	S	Steno	116,102	--	needs	Dip	8-75	8-75	14/58 B	New	----	H
36	M	25	M	Acct Clk	--	yes	Needs	NA	8-75	11-75	C	New	----	Mis
37	M	18	S	Devel.	--	--	VocR	Dip	8-75	10-75	B-C	Cont	----	H
38	F	22	S	Steno	17,107	--	needs	Dip	1-76	1-76	49/141 B	New	commute	NoP,H,GM,Re
39	M	23	M	Appl Serv	82	yes	VA, CETA	N	8-75	10-75	F's	Cont	Commute	LI
40	M	28	M	Auto Mech	--	yes	VA, CETA	Dip	1-75	10-75	C-D	Cont	commute	J
41	M	24	M	Welding	--	yes	VA	N	7-75	10-75	F's	Cont	commute	M, Att
42	F	24	M	C-T	108	--	WIN	Dip	8-75	10-75	C	New	commute	FH,PP, Re
43	M	18	S	Auto Body	91,83	--	needs	Dip	8-75	10-75	170/192 D	Cont	commute	Att, LI
44	M	17	S	~~Auto Body~~ Devel	--	--	CETA	N	8-75	10-75	---	Cont	----	J
45	M	23	M	Appl Serv	--	yes	VA, CETA	NA	8-75	10-75	---	Re-ent	----	Mv,PP,M
46	F	23	M	Steno	--	--	needs	Dip	8-75	10-75	231/419 C	New	----	Mv,PP
47	F	21	S	Acct. Clk	--	--	CETA	N	8-75	11-75	---	New	commute	LI,Att,PP
48	M	20	S	Devel.	--	--	needs	Dip	1-75	10-75	46/47	Cont	----	J,Att
49	M	19	M	Mech Drft	--	yes	VA, CETA	N	8-75	10-75	---	Cont	commute	Att
50	F	18	S	Home Furn	98,101	--	CETA	GED	8-75	12-75	---	Cont	live in Fen	PP,Att
51	F	54	D	Acct. Clk	--	--	--	Dip	8-75	1-76	---	New	----	J
52	M	18	S	Auto Mech	--	--	needs	Dip	8-75	10-75	18/33 C	Re-ent	needs help	Att
53	F	20	S	Ret. Sales	115	--	--	Dip	8-75	12-75	63/143 C-B	Cont	commute	J
54	M	27	M	Acct. Clk	--	--	CETA	Dip	8-75	9-75	224/414 C	New	commute	J
55	F	17	S	Acct. Clk	105	--	--	Dip	8-75	11-75	135/221 B-C	New	----	Att,LI,LJ

APPENDIX I

975-76 ID No.	Sex	Age	Mart. Stat.	Program	IQ	Vet	Aid	Diploma GED Neither No Answ.	VT Entered	VT Dropped	HS Rank/ Average/ Grade	Admiss. Status	Housing	Reason for Term. SEE CODE
56	F	19	S	Devel.	--	--	needs	N	8-75	10-75	----	New	----	LI
57	M	17	S	Devel.	--	---	--	N	4-75	8-75	----	Cont	----	PP,Att
58	F	17	S	Steno	128	--	---	Dip	8-75	11-75	9/112	New	----	J, WP
59	M	25	S	Auto Mech	--	yes	VA	Dip	8-75	10-75	15/20 C	New	----	J,Att
60	M	19	S	Retail Sales	85	--	par.	Dip	8-75	10-75	125/130 D	New	Commute	J, LI
61	F	21	S	Butcher	116, 113	--	needs	Dip	1-76	1-76	4/91 A	New	Commute	LI
62	M	18	S	Devel.	--	--	--	N	8-75	9-75	----	New	----	Att
63	M	17	S	Devel.	--	--	par.	N	8-75	10-75	----	New	live in FEn	Att,LI,LJ
64	M	27	M	Acct. Clk	115	yes	VA	Dip	8-75	10-75	47/160 C	New	----	J, M
65	M	28	D	Auto Mech	--	yes	VA	GED	9-74	3-76	C	Cont	----	LJ,M
66	F	33	M	Rec. Eq.	--	--	needs	GED	8-75	11-75	----	Cont	----	Mis
67	M	18	S	Devel.	--	--	SS	N	8-75	1-76	D	New	----	LI, Att
68	F	17	S	Ward Clk	98	--	--	Dip	8-75	8-75	C	New	needs help	DC
69	F	40	M	Nurse Asst.	--	--	WIN	Dip	10-75	10-75	19/22 C	New	Commute	DC
70	F	18	S	C-T	103,98	--	needs	N	8-75	9-75	172/195	New	Commute	LJ,Att,LI
71	M	20	S	Auto Body	--	yes	VA	GED	8-75	9-75	D-F	New	Commute	Sch
72	F	17	S	Acct. Clk	107	--	WIN	Dip	8-75	11-75	131/208	New	----	Att,LI,LJ,PP
73	F	20	S	Sec Sc Leg	--	--	SS	NA	8-75	9-75	----	New	Commute	DC
74	M	18	S	Devel.	--	--	needs	N	8-74	10-75	----	Cont	live in Fen	Att ,LI
75	M	17	S	Devel.	--	--	--	N	8-75	11-75	----	New	----	ME,LI,Att
76	F	17	S	C-T	--	--	--	Dip	8-75	12-75	68/110 C	New	live in FEN	J
77	M	23	S	Bus Adm Acct	--	--	needs	Dip	8-75	10-75	31/48 C	New	Commute	WP, LI

APPENDIX I

1975-76 ID No.	Sex	Age	Mart. Stat.	Program	IQ	Vet	Aid	Diploma GED Neither No Answ.	VT Entered	VT Dropped	HS Rank/ Average/ Grade	Admiss. Status.	Housing	Reason for Term. SEE CODE
78	M	20	M	Devel.	--	yes	VA	N	8-75	1-76	----	New	----	M,Att
79	M	30	M	Butcher	--	--	loan	N	1-76	2-76	----	Cont	live in Fen	Mis
80	M	20	S	Mech Drft	--	yes	VA	Dip	1-76	1-76	75/90 C-D	New	----	M
81	F	21	S	Prac Nurse	--	--	--	Dip	9-75	12-75	----	New	needs help	---
82	M	23	M	Bus Adm Acct	--	yes	VA	Dip	1-75	12-75	55/104 C	Cont	----	J
83	M	17	S	Ag Bldg	106, 89	--	needs	Dip	8-75	11-75	188/201	New	commute	J,FH
84	F	33	D	Bus Mach	86	--	needs	Dip	8-75	11-75	C-D	Re-ent	commute	J,Re
85	F	19	S	Home Furn	--	--	needs	Dip	8-75	9-75	----	New	commmte	PP M
86	M	22	S	Auto Body	--	yes	VA,SS	Dip	8-75	10-75	----	Cont	commute	J
87	F	19	S	Mach Parts	--	--	needs	Dip	8-75	10-75	----	Re-ent	needs help	J
88	M	25	M	Auto Mech	--	yes	VA, WIN	GED	8-75	10-75	----	New	commute	Att.
89	M	18	S	Auto Body	--	--	needs	Dip	8-75	1-76	C	New	live in Fen	J
90	M	37	M	Appl Serv	--	yes	VA	Dip	8-75	10-75	C	New	commute	H,WP
91	F	17	S	Sec Sc Leg	--	--	--	Dip	8-75	11-75	----	New	----	J,LI
92	M	26	M	Appl Serv	86	yes	VA	N	7-75	10-75	D-F	Cont	----	Att
93	M	17	S	Auto Mech	101	--	gr/ws	Dip	8-75	9-75	C-D	New	live in Fen	GM,M
94	M	19	S	Auto Body	--	--	grant	Dip	8-75	9-75	64/80 D	New	live in Fen	LI
95	M	17	S	Devel	--	--	CAP	N	1-76	3-76	----	New	----	LI
96	M	23	M	Bus Adm Acctg	-	--	WIN, CETA	Dip	1-76	1-76	----	Trans	commute	J
97	F	20	S	Sec Sc	--	--	--	Dip	8-75	4-76	C-D	New	commute	H,PP
98	M	24	M	Bus Adm Acct	--	yes	VA	N	1-76	4-76	----	New	commute	Att,LI
99	M	19	S	Bus Adm Acct	--	--	--	Dip	8-75	4-76	D	New	commute	J, NoP

APPENDIX I

975-76

ID No.	Sex	Age	Mart. Stat.	Program	IQ	Vet	Aid	GED Neither No Answ.	VT Entered	VT Dropped	Average/ Grade	Admiss. Status	Housing	Term. CODE
100	F	21	M	Nurse Asst	71,80	--	Orch	N	3-76	4-76	C	New	----	Att
101	M	28	S	Welding	--	yes	VA	Dip	8-75	3-76	22/26	New	commute	LJ
102	F	22	M	Nurse Asst	--	--	--	Dip	2-76	2-76	----	New	live in Fen	Mv,DC
103	M	17	S	Devel.	--	--	CAP	N	1-76	3-76	----	New	----	LI
104	M	18	S	Devel	--	--	needs	GED	3-76	5-76	D	Trans	----	Att
105	M	18	S	Auto Mech	--	--	--	GED	8-75	10-75	----	New --	live in F en	Att
106	M	19	S	Appl Serv	--	--	--	Dip	8-75	3-76	76/82	New	----	Att
107	M	24	M	Ag. Mech	--	yes	VA, CETA	GED	8-75	2-76	D	Cont	----	J
108	M	23	S	Auto Mech	76,75	yes	VA	Dip	1-76	3-76	D,SpEd	New	----	LP
109	M	32	M	Retail Sales	--	yes	VA	Dip	8-75	3-76	----	New	commute	Att,LI
110	M	17	S	Bus Adm Acct	--	--	needs	Dip	8-75	2-76	74/123	New	----	Att,LI,J
111	M	18	S	Devel.	--	--	VA	N	1-76	3-76	D	Cont	commute	LI,PP
112	M	26	S	Ag. Mech	--	--	needs	NA	1-76	3-76	C-D	New	----	PP,Re
113	M	23	M	Devel.	--	yes	VA,ws	GED	8-75	4-76	105/114	New	commute	LI,Att
114	F	34	M	Nurse Asst	--	--	--	N	8-75	4-76	B-C	New	----	PP,DC
115	M	18	S	Devel.	--	--	WIN	N	1-76	4-76	----	New	----	LI ,Att
116	M	18	S	Butcher	123	--	needs	Dip	1-76	2-76	B	New	needs help	C
117	M	18	S	Devel.	--	--	CAP	N	1-76	2-76	----	New	needs help	LI,J
118	M	24	S	Rec Eq	--	yes	VRehab	GED	8-75	4-76	----	New	needs help	Att,M,LI
119	M	21	M	Butcher	91,88	--	BEOG CETA	Dip	1-76	2-76	82/99 D	New	needs help	W
120	F	17	S	Home Mgt	--	--	ws,SS	N	1-76	5-76	C-D	Cont	----	GED
121	M	23	M	Mkg	107	yes	VA	Dip	8-75	5-76	123/192	Cont	commute	J

APPENDIX I

1975-76 ID No.	Sex	Age	Mart. Stat.	Program	IQ	Vet	Aid	Diploma GED Neither No Answ.	VT Entered	VT Dropped	HS Rank/ Average/ Grade	Admiss. Status	Housing	Reason for Term. SEE CODE
122	M	16	S	Devel.	--	--	CAP	N	8-75	4-76	----	New	----	GED
123	M	23	S	Devel.	102	yes	VA	N	1-76	4-76	----	Re-ent	----	GED,LJ
124	M	19	S	Retail Sales		--	VR	GED	8-75	3-76	----	New	live in F En	LP,Re
125	M	17	S	Devel.	45	--	CAP	N	1-76	3-76	C-D	New	----	LI
126	M	17	S	Devel.	--	--	Soc.S	N	8-75	3-76	----	New	live in Fen	LI
127	F	17	S	Devel.	--	--	CAP	N	1-76	3-76	C	New	----	LJ
128	F	19	S	Food Prep	--	--	WIN	N	8-75	12-75	----	New	commute	PP,Att
129	F	18	S	Home Mgt	91,86	--	CAP, SS	N	1-76	2-76	D	Cont	----	LI,Att
130	M	17	S	Devel.	--	--	self	N	1-76	3-76	97/112	New	----	LI
131	F	16	S	Devel.	--	--	CAP	N	1-76	4-76	B	New	----	GED,LJ
132	F	21	S	Acct Clk	97,89	--	needs	Dip	1-76	3-76	B-C	New	commute	Att
133	M	22	S	Devel.	--	Viet	Refug	Dip	3-76	4-76	----	New	commute	Mv
134	F	34	M	Bus Mach	--	--	--	N	8-75	12-75	----	New	commute	J
135	M	18	S	Devel.	--	--	CAP	N	1-76	3-76	----	New	needs help	GED, LJ
136	M	20	S	Rec Eq	--	--	needs	N	8-75	2-76	D-F	New	----	Att
137	F	55	D	Prac Nurse	--	--	--	Dip	8-75	1-76	----	New	----	NoP
138	M	18	S	Butcher	--	--	CETA	Dip	1-76	1-76	38/49 C	New	----	J
139	M	18	S	Devel.	--	--	VR, CAP	N	1-76	3-76	----	New	----	GED,J
140	M	21	S	Devel.	--	--	Orch	N	7-75	4-76	----	Cont	----	NoP,H
141	F	39	S	Acct Clk	--		WIN	Dip	8-75	3-76	----	New	commute	Att, PP
142	F	36	M	Nurse Asst	--	--	WIN	Dip	3-76	4-76	----	New	----	Att
143	M	18	S	Devel.	--	--	self	N	1-76	3-76	109/112	New	----	LI

APPENDIX I

75-76

ID No.	Sex	Age	Mart. Stat.	Program	IQ	Vet	Aid	H.S. Diploma GED Neither No Answ.	VT Entered	VT Dropped	HS Rank/ Average/ Grade	Admiss. Status	Housing	Reason for Term. SEE CODE
144	M	16	S	Devel.	101,88	--	CAP	N	8-75	4-76	F	New	live in Fen	Att,LI,NoP
145	M	32	M	Auto Mech	--	yes	VA	GED	8-75	12-75	----	New	----	A tt,LP,H
146	M	17	S	Devel.	--	--	CAP	GED	1-76	4-76	81/83 D	Re-ent	----	G ED
147	F	16	S	Devel.	--	--	CAP, SS grant	N	1-76	3-76	D	New	----	GED
148	F	22	S	Prac Nurse	118, 101	--		Dip	8-75	3-76	C-D	New	----	NoP
149	M	18	S	Butcher	86,95	--	--	Dip	1-76	1-76	63/124 C	New	live in Fen	J
150	M	19	S	Devel.	--	--	CAP	N	1-76	3-76	----	New	----	GED,J
151	M	20	S	Appl Serv	122, 105	--	--	Dip	1-76	3-76	C-D	Trans	----	Att,LI
152	M	33	S	Welding	97,93	yes	VA	Dip	1-76	2-76	179/268	New	commute	J
153	M	17	S	Devel.	98	--	CAP	N	8-75	4-76	D-F	Cont	----	ATT,LI,PP
154	M	41	M	Rec Eq	--	yes	VA	Dip	1-75	4-76	----	Cont	commute	J
155	M	18	S	Auto Body	--	--	SS	NA	1-76	3-76	59/129	New	----	Att
156	F	18	S	Mech Drft	--	--	needs	Dip	10-75	2-76	----	New	----	ATT,LI
157	F	20	S	Prac Nurse	119, 116	--	--	Dip	8-75	12-75	22/99 B	Cont	----	A,Re
158	F	23	D	Food Prep	97	--	need	Dip	1-76	4-76	B SpEd	New	live in Fen	Att
159	F	21	S	Sec Sc	112,95	--	needs	Dip	1-76	2-76	135/205	Re-ent	commute	NoP,ATT,LI
160	F	24	S	Nurse Asst	--	--	LafMan	Dip	2-76	3-76	85/98	New	commute	Att
161	F	16	S	Devel.	--		gr/ws	N	8-75	4-76	109/113	New	live in Fen	GED,J
162	M	28	?	Auto Mech	--	--	Refug	N	1-76	4-76	----	New	----	Mv
163	M	21	S	Farm Op	104	--	apply	Dip	1-76	2-76	39/54 C	New	needs help	J
164	F	20	S	Nurse Asst	--	--	--	GED	1-76	2-76	----	New	commute	Att

APPENDIX I

1975-76 ID No.	Sex	Age	Mart. Stat.	Program	IQ	Vet	Aid	H.S. Diploma GED Neither No Answ.	VT Entered	VT Dropped	HS Rank/ Average/ Grade	Admiss. Status	Housing	Reason for Term. SEE CODE
165	M	23	S	Auto Mech	--	yes	VA	Dip	8-75	8-75	----	Re-ent	----	---
166	M	21	S	Mech Drft	--	yes	--	N	8-75	12-75	----	Cont	----	DC
167	M	44	S	Devel.	--	--	Orch	N	1-76	3-76	----	Re-ent	----	LI
168	M	21	S	Mktg	--	yes	VA	Dip	8-75	3-76	107/109	New	----	LI,ATT
169	F	44	S	Nurse Asst	--	--	--	N	2-76	3-76	------	New	----	H
170	F	37	M	Steno	--	--	---	Dip	8-75	3-76	11/65	New	----	J
171	M	18	S	Butcher	110	--	CETA	N	1-76	1-76	----	Re-ent	----	Att,LI
172	M	19	S	Devel.	--	--	CETA	N	8-74	1-76	----	Cont	live in Fen	J
173	M	18	S	Devel.	--	--	CAP	N	2-76	3-76	----	New	----	LI
174	F	20	D	Devel.	--	--	needs	N	8-75	9-75	B	New	live in Fe n	LI
175	F	17	M	C-T	113	--	gr/ws	GED	8-75	11-75	101/158	New	commute	J, M
176	M	20	S	Butcher	95	--	CETA	N	1-76	3-76	137/138	Re-ent	commute	J
177	M	21	S	Rec Eq	--	yes	--	Dip	8-75	8-75	----	New	----	DC
178	M	22	S	Auto Mech	--	--	needs	Dip	8-75	8-75	----	New	needs hel p	DC
179	M	20	S	Welding	--	yes	VA	GED	8-75	11-75	D	New	needs help	LI,WP,Re
180	M	41	M	Acct Clk	--	yes	VA,VR	GED	8-75	8-75	----	Cont	----	J
181	M	21	S	Ag. Mech	107	--	needs	Dip	8-75	9-75	C	New	commute	Att,LJ,Re,D
182	M	17	S	Ag Mech	118,111	--	--	Dip	8-75	8-75	C	New	live in Fen	J
183	M	18	S	Ag Bldg	--	--	grant	Dip	8-75	9-75	44/61 C	New	----	D
184	F	17	S	Bus Mach	--	--	needs	Dip	8-75	10-75	14/62 B	New	----	D

APPENDIX I

975-76 ID No.	Sex	Age	Mart. Stat.	Program	IQ	Vet	Aid	H.S. Diploma GED Neither No Answ.	VT Entered	VT Dropped	HS Rank/ Average/ Grade	Admiss. Status	Housing	Reason for Term. SEE CODE
185	M	18	S	Retail Sales	--	--	--	Dip	8-75	8-75	C	New	commute	M,PP
186	M	17	S	Ag. Mech	--	--	--	Dip	8-75	8-75	----	New	----	---
187	F	18	S	Auto Body	--	--	CAP	Dip	8-75	11-75	----	New	commute	Att

BIBLIOGRAPHY

BIBLIOGRAPHY

Aiken, Jmes "A Comarison of Junior College Withdrawees" 1968 ED 023 389

Amori, Joseph H. "Why Junior College Students Withdraw" Junior College Journal, Vol. 12, Sept. 1941 pp. 18-29

Anderson, Lloyd O. "Small Rural High Schools and College Completion" Journal of College Student Personnel, Vol XV, May 1974 pp 191-193

Astin W. Alexander, "Preventing Students from Dropping Out", Jossey Bass Publishers, San Francisco, Washington, London 1975 pp 1-204

Aughinbaug, Lorine, et al "Pre Drop Outs: Students Lost During the Registration Process" Los Rios Junior College District, Sacramento, CA July, 1974

Behrendt, Ricahrd L. "Attrition/Retention Patterns at HJC. Final Report" Hagerstown Junior College, MD. Feb. 1974 Ed 088 539.

Blai, Boris, Jr. "Two-year College Dropouts--Why Do They Leave? Who Are They? How Many" Harcum Junior College, Bryn Nawr, PA March 1972 ED 058 879.

Bossen Doris A. and Collins W. Burnett "What Happens to the Withdrawal Student?" Junior College Journal, Vol. 40, June, 1970 pp 30-32, 34, 36.

Brightman, Richard W. "When and Why Students Quit Community College Courses" Coast Community College District, Costa Mesa, CA May, 1974

Brawer, Florence B. "A Comparison of the Personality Characteristics of Community College Student Drop-Outs and Persisters" California University, Los Ageles, CA Dec. 1973 ED 083 980.

Bromley, Ann. "Two Attrition Studies at Santa Fe Community College" Feb. 26, 1973 ED 075 022.

Bryant, Girard Thompson. "Why Our Students Leave School" Junior College Journal, Vol. 21, Dec. 1950 pp 217-220.

Chausow, Hymen & William C. Resnick. "The Problem of Drop-Outs", Junior College Journal, Vol. 27, Nov. 1956, pp 138-140.

Cohen, Arthur M. Florence B. Brawer and Aikin Connor "Selected Personality Correlates of Junior College Dropouts and Persisters" California University, Los Angeles March 14, 1969 ED 027 883.

Cohen, Arthur M and Florence B Brawer, Student Characteristics: Personality and Dropout Propensity; ERIC Clearinghouse for Junior Colleges, American Association of Junior Colleges, Monograph Series: #9 Copyright 1970: American Association of Junior Colleges One Dupont Circle, N.W. Washington, D.C. 20036 pp. 1-66

De Veclhio, Richard C. "Characteristics of Nonreturning Community College Freshmen" Journal of College Student Personnel, Vol. XIII, Sept. 1972 pp. 429-432

Eagle, Norman "Drop-Out Prediction at an Urban Community College Following Open Admissions" 1973 ED 073 753.

Eells, Walter Crosley "Student Mortality in Junior Colleges" Junior College Journal, Vol. 21, Nov. 1956 pp 132-7

"El Paso Community College Attrition Studies, Fall 1971 - Fall 1974" El Paso Community College, 2X, 1975 Ed 110 114.

Elton, Charles F. "Prediction of Educational Outcomes Among Junior College Students" Journal of College Student Personnel, Vol. X Jan. 1969 pp 44-46

"Following Interviews With Former Students, Fall 1972-73 to Spring 1972-73" Coast Community College District, Costa Mesa, CA June 1973 Ed 077 503.

"Follow-Up Survey of Students at Eastern Arizona College" Eastern Arizona College, Katcher Jan. 1974 Ed 097 953.

Gell, Robert L. and David F. Bleil "Where Have All the Freshmen Gone? A Follow-up Study of Students Who Left Montgomery Community College Prior to Graduation" Mongomery College, Rockville, MD Office of InstitutionalResearch 1973 ED 091 025.

Gold Ben K. "Persistence of L.A.C.C. Students Entering in 1967" Los Angeles City College, CA Sept. 1970 ED 042 446

Goodrich, Andrew L., Lawrence W. Leyotte and James A. Welch "Minorities in Two-Year Colleges: A Survey" Community and Junior College Journal, Vol. 43 No. 4, Dec/Jan, 1973 pp 28-31.

Greenberg, Barry "Predicting Who Will Withdraw During Their First Semester of Attendance at Miami-Dade Junior College, South Campus" Miami-Dade Junior College, FL Dept. of Educational Research June 1972 ED 078 830.

Grieve, Donald E. "A Study of Student Attrition; Part I" Cuyahoga community College, Cleveland, OH. May, 1970 Ed 038 976.

Hakanson, John W. Selected Characteristics, Socio-Economic Status and Levels of Attainment of Students in Public Junior College Occupation Centered Education" California University, Berkeley, School of Education April 30, 1967 ED 013 644.

Hughes, Harold G., et al "A Follow-Up Study on Discontinuing Students at Grossmont College" Grossmont College, El Cajon, CA n.d. ED 019 085.

Jaffe, A.J. and Walter Adams "Academic and Socio-Economic Factors Related to Entrance and Retention at Two and Four Year Colleges in the Late 1960's" Columbia University, New York Bureau of Applied Social Research 1970 ED 049 679

Kester, Donald L. "NORCAL - An Impressive Achievement: A Review" 1970 ED 044 111.

Kievit, Mary Bach "Expectations for Learning Environments and Personality Factors of Students Compared to Dropouts from Two-Year Institutions" 1970 ED 047 667

Knowles, Eric S. "Towards New Opportunities: A Study of Post-Secondary Education In North Central Wisconsin" Nicolet College and Technical Institute, Rhinelander, WI 1973 ED 073 753.

Lendrith, Harold F. "Prescription for Junior College Dropouts" School and Society, Vol. 99, Jan. 1971 pp 49-51.

Lichter, Solomon O. Elsie B. Rapien, Frances M. Seibert, Morris a Sklansky, M.D. Scholarship and Guidance Association, The Drop-Outs; The Free Press, New York, Collier-Macmillan Limited, London Copyright 1962 The Free Press of Glencoe pp 1-302

Losak, John "Do Remedial Programs Really Work" Personnel and Guidance Journal, Vol 50 No. 5, Jan. 1972, pp 383-386

Macmillan, Thomas F. "NORCAL: The Key is Cooperation" Junior College Journal, Vol. 40, May 1970, pp 28-31

Macmillan, Thomas F. and Donald M. Kester "Promise to Keep" NORCAL Impact on Student Attriton" Community and Junior College Journal, Vol 43 Feb. 1973 pp 45-46

Mahon, Jack "Follow-Up Study of Stop-Ins and Stop-Outs, 1965-1973" Bucks County Community College, Newtown, PA Office of Institutional Research Dec. 1974 ED 101 788.

Marchbanks, Janice B. "Recruiting: The Problem of Attrition - A Report of the National Dissemination Project for Post-Secondary Education" Washington State Board of Community College Education Seattle Research and Planning Office June, 1974 ED 092 187.

Martin, Fred H. "Student Follow-Up 1: Attriton Study" Roane State Community College, Harriman, TN 1974 ED 099 087.

Matson, Jane E. "Characteristics of Students Who Withdrew from a Public Junior College" Doctoral Dissertation, Stanford University, 1955.

Matteson, H.R. and J.F. Thompson "Why Farmers Persist In our Drop-Out of Young Farmer Instructional Programs" Wisconsin University Madison College of Agriculture and Life Sciences November, 1972 ED 075 696.

Maynard, Diane "Personality Characteristics of Community College Students" Journal of College Student Personnel, Vol 16, July, 1975 pp 329

McGeever, John & R.L. Burton. "Survey of Drop-Outs and Discontinuing Students and Their Attitudes Toward Selected Aspects of the Junior College Program," Palomar College, San Marcos, CA, May 15, 1965, ED 013 642

Mohs, Milton C. "A Study of Drop-Outs from Pasadena City College (Second Semester, 1956)," Junior College Journal, Vol. 27, 1956, pp 206-210

Monsol, Charles R. Profile of the Community College, San Francisco, Jossey-Bass, 1972

Novak, Benjamin J. and Gwendolyn E. Weiant. "Why Do Evening School Students Drop?" Adult Education, Vol. 11, No. 1, Autumn 1960 pp 35-41

Pearce, Frank C. "Drop-Out Rates", Modesto Junior College, CA, Jan. 14, 1966 Ed 011 356.

Pervin, Lawrence A., Ph.D., Louis E. Reik, M.D., Willard Dalrymple, M.D. The College Dropout, and the Utilization of Talent; Princeton, N.J. Princeton University Press 1966. pp. 1-260

Ragan, Kay "Comparison of Retention and Academic Success of Early and Late Applicants to Mt. San Antonio College" Dec. 20, 1973 ED 093 439

Reynolds, James W. "Responsibility for Drop-Outs", Junior College Journal, Vol. XXI, No. 6, Feb. 1951, pp 323-4

Rice, Gary A and William Schofield "A Contract Between the Successful and Dropout Student at Yakima Valley College" Washington State Board for Community College Education, Olympia March, 1969 ED 030 416

Righthand, Herbert. "Identifying Technical Institute Dropouts" Personnel and Guidance Journal, Vol. 44, Sept. 1965 pp 68-72

Roesler, Elmo V. ed. "Community College and Technical Institute Follow-Up Study of Students Enrolled During One or More Quarters Fall 1970 to Fall 1971" Appalachion Developing Institutions Consortium, 1971, ED 072 720

Rouche, John E "Research Studies of the Junior College Drop-Out" 1967 ED 013 659

Rowell, James R. Jr. "Student Attriton in Higher Education: A Survey of Recent Literature" Florida University, Gainesville, Center for Community Needs Assessment. Aug. 1974 ED 100 413.

Schaumburg, Gary F "Follow-Up Survey of Students Withdrawing From Cerritos College During the Fall Semester, 1972" Cerritos College, Norwalk, CA June 1973 Ed 077 496

Selo, Peter A "The Non-Returning Students: Who Are They? Why Have They Not Returned?" Laney College, Oakland, CA 1974 ED 100 468

Snyder, Fred A. and Clyde E. Blocker "A Profile of Non-Persisting, Students; A Description of Educational Goals and Achievements, Activities, and Perceptions of Non-Graduates, Spring, 1969" Harrisburg Area Community College, PA 1970 ED 037 218

Stocking, Joyce "Non-Persisting and Persisting Transfer Program Students" 1969 ED 044 114

Taylor, Ronald G. and Donald L Hecker "Interest and Intellectual Indices Related to Successful and Nonsuccessful Male College Students in Technical and Associate Degree Programs" Big Rapids Michigan, Ferris State College, 1967 ED 021 127

Truesdell, L.R., "Persisters and Dropouts in The Canada Manpower Training Program" Adult Education; volume XXV, No. 3, 1975, 149-160

Venables, Ethel M.Sc., Ph.D. Senior Research Fellow. Department of Education University of Aston in Birmingham, Leaving School and Starting Work; Pergamon Press; Oxford, London, Edinburgh, N.Y., Toronto, Sydney, Paris, Braunschweig, Copyright 1968 pp 1-68

Weeks, Christopher Job Corps Dollars and Dropouts; Copyright 1967, Published simultaneously in Canada by Little, Brown & Company pp 1-241

Wenrich, J. William and others "Keeping Drop-Outs In: Retention of Students Identified as High Probability Drop-Outs" San Mato College, CA March 1971 ED 047 684

Willett, Lynn H. "Non-Persisting Student Follow-up" Moraine Valley Community College, Palos Hills, IL March 1973 ED 078 821

CE 010 083